

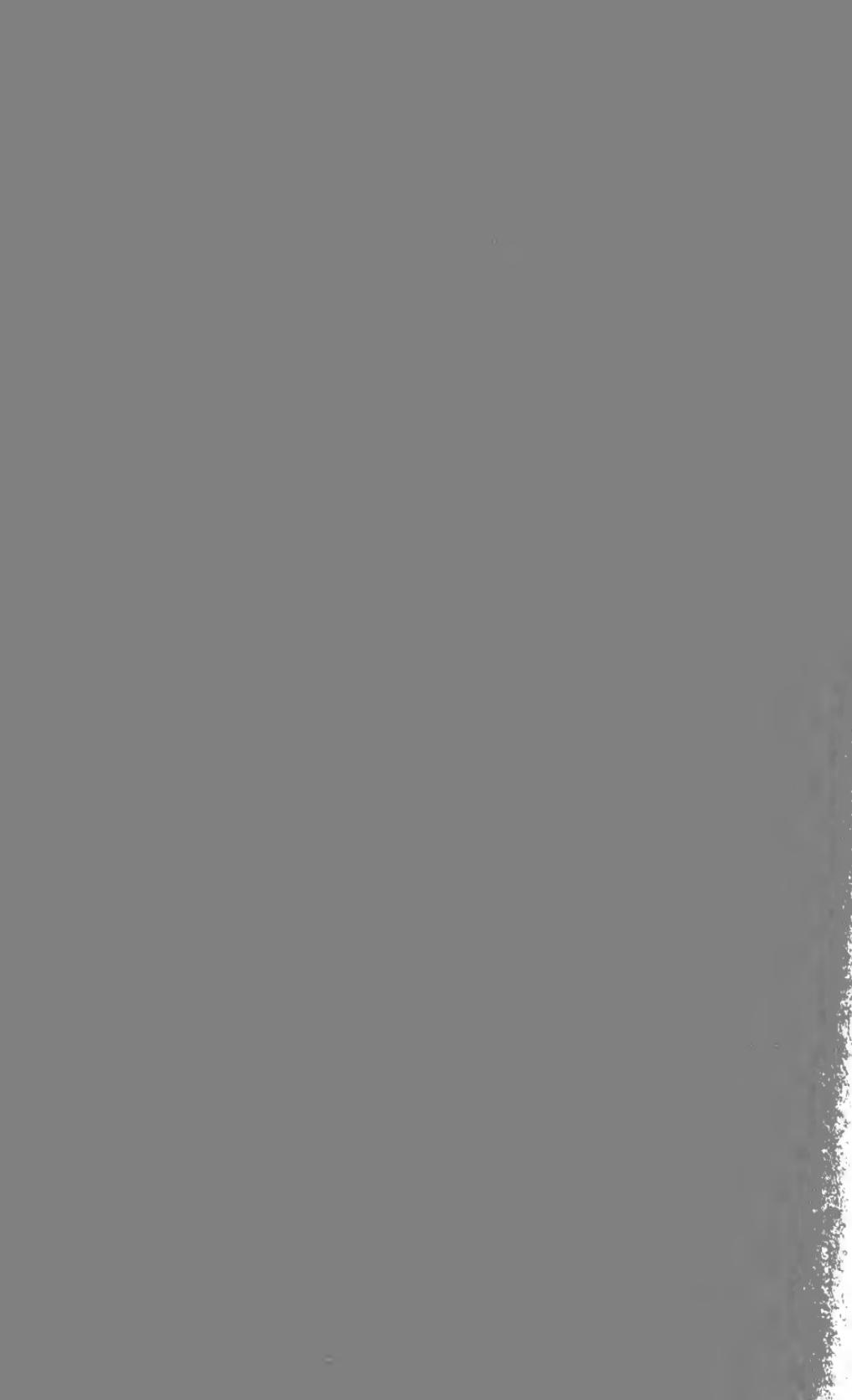
STATE TEACHERS COLLEGE . . . 1953-54



Member of American Association of Colleges for Teacher Education.

Member of the Middle States Association of Colleges and Secondary Schools—A Unit of the Association of American Colleges.

Clarion, Pennsylvania



The Clarion

VOLUME XLIII

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State Teachers College

Clarion, Pennsylvania

*Member of American Association of Colleges for
Teacher Education*

*Member of Middle States Association of Colleges
and Secondary Schools*



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TABLE OF CONTENTS

	Page
State Council of Education	3
Board of Trustees	3
Administrative Officers	4
Calendar	5
Faculty	6
Purpose of the College	11
Location	13
Campus and Buildings	15
Library	17
Housing Facilities	18
The Social Program	20
College Activities Not Included in Curriculums	20
Assembly Attendance	20
Summer Session	25
Night Classes	26
Film Library	26
Pennsylvania Regional Audio-Visual Library	26
Placement Service	27
Student Activity Fee	27
Regulations Regarding Charges	27
Regulations Regarding Repayment	29
Summary of Fees	30
Summer Fee	31
Library Science Fee	32
Help for Worthy Students	32
Requirements for Admission	34
Admission of Freshmen in September, 1953	37
Scholarship Requirements	38
Advanced Standing	38
Certification	40
Curricula	42
Curriculum—Dental Hygienist	43
Curriculum—Public School Nurses	45
Curriculum—Elementary	46
Curriculum—Electives for Elementary	48
Curriculum—Secondary	49
Curriculum—Library Science	52
Elective Fields—Secondary	55
Safe Driving and General Safety Education	61
Description of Courses	66

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CALENDAR 1953-1954

PRE-SESSION 1953

Session Begins.....	Monday, June 8
Session Ends.....	Friday, June 26

SUMMER SESSION 1953

Session Begins.....	Monday, June 29
Session Ends.....	Friday, August 7

POST-SESSION 1953

Session Begins.....	Monday, August 10
Session Ends.....	Friday, August 28

FIRST SEMESTER 1953-54

Registration of Freshmen.....	Tuesday, September 8
Registration of Upperclassmen.....	Wednesday, September 9
Classes Begin with the First Period.....	Thursday, September 10
Evening Classes Begin.....	Thursday, September 10
Thanksgiving Recess Begins at the the Close of Classes.....	Tuesday, November 24
Thanksgiving Recess Ends at 8:00 a.m.....	Monday, November 30
Christmas Vacation Begins at the Close of Classes.....	Wednesday, December 16
Christmas Vacation Ends at 8:00 a.m.....	Monday, January 4
Semester Ends at Noon.....	Thursday, January 21

SECOND SEMESTER 1953-54

Registration.....	Monday, January 25
Classes Begin at 8:00 a.m.....	Tuesday, January 26
Evening Classes Begin.....	Thursday, January 28
Easter Recess Begins at the Close of Classes.....	Tuesday, April 13
Easter Recess Ends at 8:00 a.m.....	Tuesday, April 20
Alumni Day.....	Saturday, May 22
Baccalaureate Services.....	Sunday, May 23
Commencement Exercises.....	Monday, May 24

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PURPOSES AND OBJECTIVES OF THE COLLEGE

The first two years give a broad cultural foundation. The class work and social life of the college aim to develop responsibility, poise, assurance, and independence. A well-trained teaching staff seeks to inculcate high ideals of teaching and strives to evolve a sound philosophy of education as well as a thorough familiarity with the best public school teaching, in the Training School.

The major functions of Clarion State Teachers College are directed by four dominant purposes:

1. To provide a liberal and cultural education for all its students.
2. To prepare prospective teachers in the professional requirements of their vocation.
3. To exercise educational leadership and to provide services for the improvement of public education.
4. To adapt the functions of the College to the present needs of the community-at-large.

These purposes define the responsibility of the College in serving the needs of the total College community which comprises one of the specified thirteen Pennsylvania State Teachers College Districts, within which there is no other institution of higher learning to serve either as a teacher training institution or as a cultural center for the people residing in the whole of five counties and in parts of three additional counties.

With the foregoing major purposes in mind, the College faculty considers the following four groups of objectives as necessary to the achievement of these purposes:

First: A liberal and cultural education shall be reflected in the total behavior patterns of each graduate of the College.

Evidence to such education includes skill in the correct and effective use of the English language, both oral and written.

Included also are attitudes of aesthetic appreciation, wholesome recreational practices, and evidence of healthful living and emotional stability; consequently it is important that each student develop a maturing philosophy of living which shall reflect qualities of objective thought, courage, patience, good will toward others, and enthusiasm for one's chosen work and its social significance.

The College seeks to develop in each student an acceptance of the method of science in dealing with problems with which he may be confronted.

The College seeks in each graduate evidence of a broad sense of civic responsibility which is consistent with an acceptance of the basic social values of our democratic society. Such civic responsibility implies an awareness of the significant problems of our civilization and a knowledge of their historical antecedents, plus the propensity to participate in and contribute to the progressive improvement of social institutions. Sought also is evidence of each student's cooperative participation in the affairs of campus life, in the extra-curricular activities of the College program, as well as in supplementary activities sponsored by civic, social, and religious organizations of the community-at-large.

Of primary importance, and basic to the foregoing objectives, is the concern that each student should give evidence of adequate subject matter mastery in his major areas of study as well as an appreciation of the significant concepts in related areas.

Second: Preparation for the professional requirements of teaching shall give evidence that the College personnel services, have, so far as possible, selected for admission, students with promising teaching potentialities, and that each student has been effectively counselled in his selection of the area and level of teaching for which he is best fitted.

Each candidate for the teaching profession shall, upon completion of his study, display an understanding of the function of education as a social institution, a knowledge of educational aims, and appreciation of the problems and current issues in American education, as well as familiarity with the present status of educational practice in this country.

Adequate experience in student teaching should equip each student with a working familiarity with the following aspects of educational practice: teaching procedures in his selected teaching fields, curriculum development procedures, individual student educational diagnosis, remedial teaching practices, utilization of special interests and talents of students, administrative and supervisory practices in the public schools, extra-curricular activities of students, and professional ethics of teachers.

As a culminating objective in professional training, the maturing student should show a desire to improve his teaching efficiency through graduate study, travel and enrichment of experience.

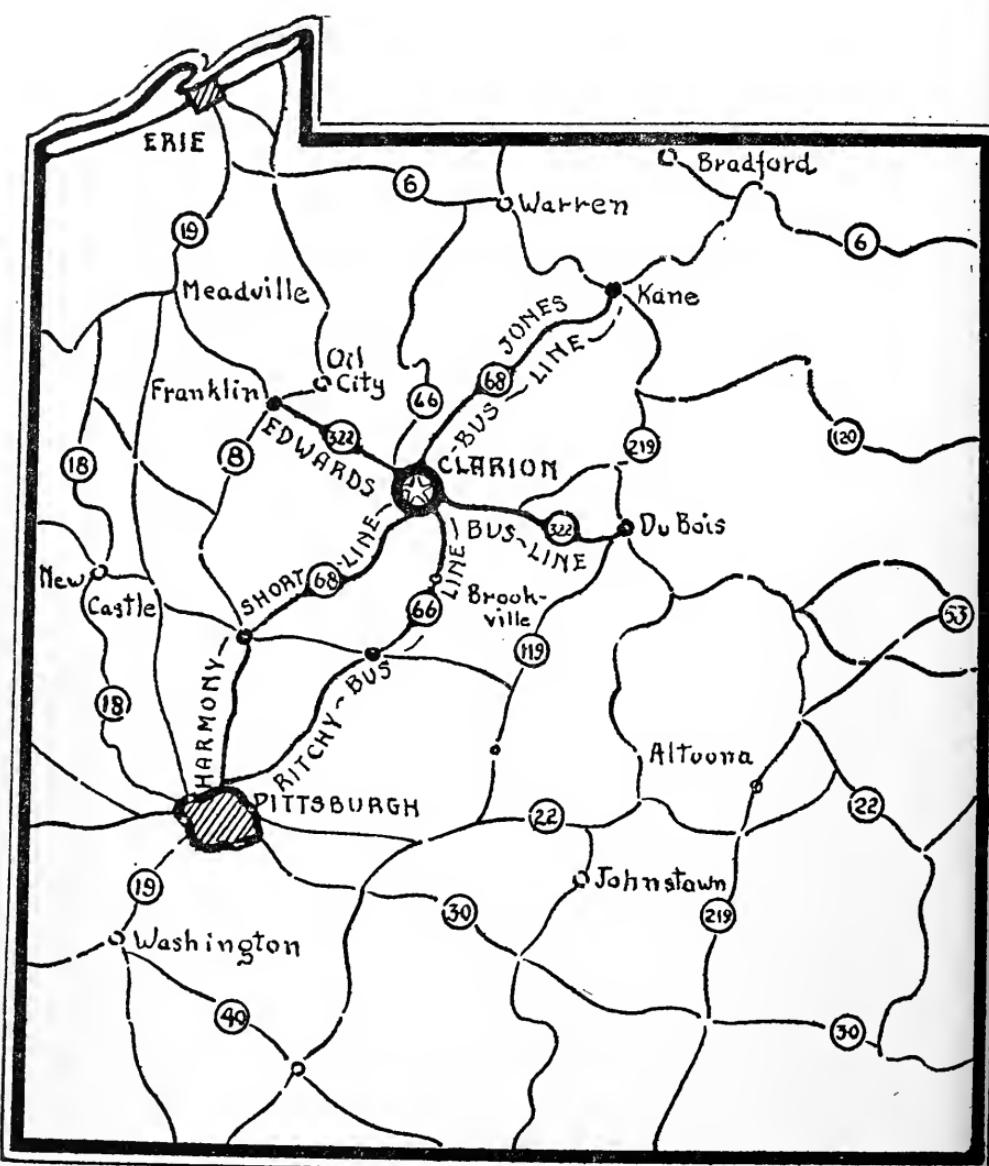
Third: The College continuously seeks practical means providing educational leadership and services to the public schools in the local area. The objectives in the realization of this purpose include introducing newer practices in teaching by means of classroom demonstrations for visiting teachers, providing speakers and consultants for public schools, as well as making available to public schools displays of library and other educational materials and the facilities of an extensive educational film library. Also provided is a continuous program of in-service training for practicing teachers by means of evening courses and special study. In addition, College staff members join with numerous committees of public school teachers in developing curriculum revision programs and in other efforts such as construction plans for school buildings, planning for the purchase of educational equipment and supplies.

The college considers one of its most important objectives in providing educational leadership to be that of recruiting for the profession young people; who, by considerations of personal endowment and attainment, promise to contribute most to the teaching profession.

Fourth: The fourth group of objective are related to efforts of the College to adapt its functions to the present needs of the community-at-large. The pyramiding tasks of post-war college education require general education in greater demand than can readily be provided.

LOCATION

The college is situated in Clarion County, one of the most beautiful spots among the hills of Western Pennsylvania. The town has a population of 4,000 and is one of the most attractive towns in the State. Clarion is in the trout fishing and deer hunting area of the State. Its air is clear and invigorating; its surroundings are pleasant and healthgiving. Clarion is situated upon a plateau overlooking the Clarion River. The College lies upon a slight elevation in the eastern part of the town. Clarion County lies at the junction of the coal, oil, and gas fields and is therefore surrounded by in-



dustrial areas of a very diversified character, thus facilitating study of industry without the necessity of living in it. Because of the glass sand and natural gas it is in the center of the State's glass manufacturing plants. Clays mined in the Clarion area support its pottery, tile, and fire brick industries.

HOW TO REACH CLARION

Clarion is located on the Lakes-to-Sea-Highway. Thus it is connected by improved roads with Bradford, routes 219-68; Brookville, DuBois, Reynoldsville, Luthersburg, Clearfield, and Phillipsburg, route 322; Butler, East Brady, and Rimersburg, route 68; Emlenton and Knox, routes 238-322; Emporium, routes 120-219-28-322; Kane, routes 68-322; Franklin and Meadville, route 322; Johnsonburg, routes 219-28-322; Kittanning and New Bethlehem, route 66; Oil City, routes 62-157-66-322 and 257-322; Port Allegany, routes 59-6-68-322; Punxsutawney, routes 310-322; Ridgway, routes 219-28-322; Smethport, routes 6-68-322; St. Mary's, routes 120-219-28-322.

Motor buses operate over the Lakes-to-Sea-Highway from Cleveland via Franklin and Clarion and between Clarion, Brookville, and points to the East. Richey Bus Lines run two busses a day to Pittsburgh and return by way of New Bethlehem, Kittanning, Freeport, Tarentum, New Kensington, and Aspinwall. The Harmony Short Line furnishes bus transportation to and from Pittsburgh by way of Emlenton, Bruin, Petrolia, Karns City and Butler. Clarion is most easily reached from the east and west by the Lakes-to-Sea Highway (No. 322); from the north by highways from Kane and from Ridgway, and from the south by highways from Butler, Kittanning and Punxsutawney.

CAMPUS AND BUILDINGS

THE CAMPUS of the State Teachers College at Clarion occupies twenty-five acres. The grounds have been laid out with care and furnish a beautiful setting for the twelve buildings which comprise the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, homelike appearance and provide attractive surroundings for study.

All of the buildings of the College are heated by steam, automatically controlled to keep rooms between 68 and 72 degrees, lighted by electricity and supplied with hot and cold water and all conveniences of modern living.

SEMINARY HALL is a large three-story brick building. Here are the administrative offices, post office, library, and classrooms.

MUSIC HALL provides a studio, practice rooms, and instruction rooms for the music department. Here also is located the Women Day Student's room. The president's home is on the second floor.

FOUNDERS HALL is a three-story structure providing rooms for laboratories, shops, business offices, and book store. In it are located the Physics and Chemistry departments.

THE CHAPEL is an attractive stone building with a seating capacity of five hundred. The stage has been provided with complete stage equipment for the use of dramatic organizations.

BECHT HALL, the dormitory for young women, was named for J. George Becht who was president of the College from 1904 to 1912. It is one of the most up-to-date college buildings in the State, of modern Spanish type architecture. On the upper floors are found accommodations for students; rooms are neatly furnished and supplied with hot and cold water. Bathrooms with shower and plunge baths are found on each floor. Two very attractive hair dressing rooms have been installed, each equipped with tile floor and plate glass mirrors. A pleasant lounge, a dining hall, a conservatory, and two social rooms are located on the ground floor. There are two guest rooms off the first floor.

EGBERT HALL, dormitory for young men, was named for Professor Walter R. Egbert who was teacher and dean of men at the College from 1887 to 1920. It is a modern building of up-to-date colonial architecture, containing a spacious lounge, reception rooms, and an apartment for the dean of men. All rooms are supplied with hot and cold water.

BALLENTINE HALL, dormitory for young men, was named for John Ballentine who was a teacher and at various times acting president at the College from 1887 to 1920. It is a modern building of up-to-date construction and has sound resistant walls with insulation that makes it warm in winter and cool in summer. It is fireproof with concrete block floors and ceilings.

THE A. J. DAVIS EDUCATION BUILDING was named for A. J. Davis, president of the College from its beginning in 1887 to 1902. It is modern in design and well-equipped. In it are located the Art Department, Biology Department, Geography Department, French and Spanish Department, Speech Department, Health Department, Psychology Department and other classrooms of the Education Department. The College nurse has her office on the first floor of this building, and the Student Union is on the first floor.

THADDEUS STEVENS LABORATORY SCHOOL was named for Thaddeus Stevens, the father of the Pennsylvania Public School Law passed in 1834. This building contains accommodations for the

SEMINARY

MUSIC HALL

BECHT





AERIAL VIEW OF CAMPUS

first six grades of the public school and a large, well-equipped kindergarten. This school is used for practice teaching of college students. The library in Thaddeus Stevens School contains an excellent collection of books for children, as well as a museum in which are found many articles to be borrowed for class use.

THE HARVEY GYMNASIUM was named for Frank Laird Harvey, a Trustee of the College from 1911 to 1932. The building is adequately provided with equipment of all kinds, recreation rooms, and offices.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer and space for archery. On top of the hill is a large, new athletic field for intramural games. Leading from the top of the hill across the athletic field is a newly constructed toboggan slide and skiing runway. There are six tennis courts on top of the hill constructed of concrete and surfaced with asphalt.

THE LIBRARY is located on the first floor of Seminary Hall. In its reading room are found reference books, over 200 current magazines and outstanding newspapers. There are 24,000 volumes in the library and 800 to 1,000 new volumes are added each year. A recreational reading room has been provided for fiction and for general reading.

The books have been carefully selected to supplement classroom instruction, and to provide general and recreational reading for the student teacher. An elementary school library in the Thaddeus Stevens Training School also serves the teachers and student teachers. Individual needs of faculty and students for books not found in the college collection are supplied through inter-library loan whenever possible.

The college renders special service to rural teachers in permitting them to borrow two box libraries a year. (Each box contains forty books).

SPEECH LABORATORY. New Laboratory equipment for use in the enlarged speech curriculum has been purchased and is installed. This equipment includes a Sound-Scriber voice recording machine of the professional type and a Western Electric 6 A Audiometer; also the multiple test Western Electric 4 A Audiometer.

SCIENCE LABORATORIES for physical sciences are located in Founders' Hall, and for biological sciences in Davis Hall. Each is well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

THE GEOGRAPHY LABORATORY is to be found on the second floor of Davis Hall. It is well provided with maps, charts, geological specimens, tables, motion picture films, and other appliances.

HEALTH SERVICE. The teachers of health and physical education of the College are charged with its activities in the field of health education and athletics. The Health Service at the College, attended by a registered nurse, provides dispensary care and limited infirmary service. The dispensary, located in Davis Hall, is well-equipped to handle emergency situations, and students who are ill enough to be confined to bed may be cared for in the infirmary. Every student is examined each year by the College Physician when he or she enters Clarion.

HOUSING FACILITIES

Resident students are housed in three modern and well-equipped dormitories: Egbert Hall and Ballentine Hall are the dormitories for young men; Becht Hall, the women student's residence, has a large spacious lounge. The individual student rooms are of double and single types and each room is conveniently furnished with running water.

There are distinct advantages to dormitory life. The student enjoys the educational adventure of group living with his own contemporaries and the building of friendships with a wide group of individuals. In such an environment, the student can acquire certain important social graces and poise from a number of social situations. At the same time more careful supervision of study and rest habits result in improved scholastic standing.

BECHT HALL FOR WOMEN

Reservations for rooms in the dormitory are made through the Dean of Women until June 1st and after that date at the office of the President of the College. At the time of reservation a \$10 deposit fee should accompany the application.

Becht Hall houses 160 women. The majority of rooms are for two students although single rooms may be secured. The College provides a bed, mattress, two blankets, a dresser, a study table, chairs, and rugs for each student. The student is expected to furnish sheets (54 inches by 99 or 63 by 99), pillow cases (36 by 45), towels, curtains, personal articles, and extra bedding. Lavatory facilities are found on each floor. The student infirmary is located on the second floor and the college nurse has daily office hours from 8 to 12 and 1 to 5. On the first floor is the college dining hall in which all resident students take their meals. More than 400 persons can

be accommodated in the dining hall. There is a television room in the dormitory.

The Dean of Women is in charge of the dormitory and she along with the Becht Hall Student Council sets up the rules and regulations which govern group living. The regulations are subject to the approval of the President.

EGBERT HALL FOR MEN

The dormitory for young men is located between Music Hall and the Harvey Gymnasium. It is supervised by the Dean of Men. It has hot and cold running water in each room. Each room is furnished with beds, mattresses, two blankets per person, dressers, study tables, lounge chairs, straight chairs and a cabinet. The furniture is new and of a mahogany type. Each student furnishes sheets for single beds, pillow cases, towels, extra bedding, curtains, lamps, and personal effects. There are lavatories, showers, and lounge for the convenience of students. It has television in the lounge.

BALLENTINE HALL FOR MEN

Ballentine Hall is a new modern building, cool in summer and warm in winter. It has new innerspring mattresses on all beds. One wall has built-in wardrobes and closets. It has television in the lounge.

LIVING OUTSIDE DORMITORIES

Non-resident women students commute or live at home in town. Women students are not permitted to take their board and room outside the dormitory except in the homes of relatives, or unless they are doing their own housekeeping under the supervision of a house mother, or unless they are working for their room and board. In any of these cases permission must first be obtained from the President and the Dean of Women. This arrangement must be made in advance with the administration and the student may only live in homes previously approved by the College. Any change in residence during the school year must have the approval of the proper authorities before the change is made.

COMMUTING STUDENT'S ROOMS

A large attractive room on the first floor of Music Hall is furnished for commuting women students. Comfortable wicker furniture, cots for relaxation, mirrors, book cases, tables for lunches and study, and lavatory facilities are arranged for the convenience of the student who commutes by bus or automobile from nearby communities.

In the basement of Davis Hall is a comfortable living and lunch room for the men students who commute. This room is furnished with chromium and leather furniture. The room is supplied with lockers for the protection of student property.

THE SOCIAL PROGRAM

A wide variety of social activities are distributed throughout the year to give students practice in correct social convention and to give them opportunity to assist and manage their social affairs.

Among the major events of the year are: The Cook Forest Picnic, Homecoming Day, Christmas, Pan-Hellenic and interfraternity dances, and Alumni Week-end. During the year there are receptions, teas, banquets, luncheons, and special dinners. These activities usually center in the Lounge, Dining Hall, and Social Room of Becht Hall. Sorority and fraternity functions also contribute to the objectives of the social program.

The social functions are financed by the students and managed by the Social Committee, which consists of equal student and faculty representation. Persons who are not enrolled in the College are admitted to parties, dances, and other events only as guests of regular students or faculty members.

In addition to the above mentioned functions, various clubs have outings and informal parties. Students dance in the gymnasium Saturday evenings until 10:30 o'clock.

There is a Student Union in operation where students meet. It has a snack bar and dance floor.

COLLEGE ACTIVITIES NOT INCLUDED IN THE CURRICULUMS

The college Assembly Programs are held each Thursday, at which time the president of the college conducts religious exercises. A committee of the faculty and students arranges the programs. Outstanding lecturers, musicians, and entertainers appear on our platform. Some of the programs during the year are presented by student organizations to give students experience in appearing before the public. The College Players present plays, and the A Capella Choir concerts. Clubs that give programs are: Outdoor Club, Geography Club, Hostess Club, Art Club, International Relations Club, Camera Club, Association for Childhood Education, Library Science Department and History Department.

Attendance at Assembly is required. Students will receive one (1) quality point for each semester of required regular attendance

at assembly. The following policy of credits and penalties for absences will be followed:

Number of Absences	Grade	Quality Points
1	A	1
2	B	1
3	C	0
4	D	-1
5	E	-1

A record is kept of students' attendance and placed with the students' credentials for graduation.

THE NEWMAN CLUB. A coeducational organization which provides for the spiritual and cultural heritage of Catholic students.

THE STUDENT CHRISTIAN ASSOCIATION holds weekly meetings on Wednesday evening. The students plan and conduct their own meetings. Each semester the association holds a reception for new students.

IN THE SUNDAY SCHOOLS, connected with the various churches in Clarion, classes have been formed especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the churches so selected at least once each Sunday.

A dean of women and a dean of men devote time to student interests and social life. The students are surrounded by influences to make life happy, cultured, and worthwhile. (A conscious effort is made to have as few rules and restrictions as are consistent with the welfare of a large group living together).

This plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the best interests of all.

THE ART CLUB is an extra curricular organization maintained for the purpose of benefiting those students who are particularly interested in some phase of art activity and to contribute what it can to the art of the community and college. Its program varies from year to year but sponsoring moving pictures on art subjects and bringing exhibitions of artistic merit to the College have been among its activities. When the Club is so inclined a trip to Pittsburgh is taken to visit the Carnegie Galleries and other buildings of interest. The Club tries to aid other organizations in the College, through the making of posters, lettering of certificates, and assisting

with dance decorations. The Art and Press Club banquet is a colorful event which both Clubs join.

ATHLETICS FOR WOMEN. Provision is made for participation of all women students in many forms of athletics. Speedball, hockey, soccer, volleyball, basketball, baseball, tennis, archery, golf, hiking, and other sports are available for students. Minor activities in handball, badminton, shuffleboard and ping pong are likewise conducted.

Intramural competition for women is sponsored by the Women's Athletic Council which is an organization composed of women who have attained eligibility through a sport's point system. The intramural program furnishes an opportunity for those with officiating as well as playing abilities. Coaching advantages offered in this way have helped some girls with summer camp problems in the techniques of directing sports.

Development of desirable traits in sportsmanship, leadership and ability to work and play with others is promoted at all times. Personal skills and efforts toward their improvements by individuals are likewise encouraged through class intramural participation. The purpose of the program is to make it functional in the life of the individual in school and after graduation.

ATHLETICS FOR MEN. In addition to the required courses in physical education, men may receive extra-curricular credit for participation in intercollegiate athletics and in intramural athletics. Clarion plays other colleges in football, basketball, baseball, tennis, and sometimes maintains teams in track and wrestling. The men participate on intramural teams in touch football, basketball, baseball, soccer, volleyball, badminton, table tennis, handball, and horseshoes. There are also available for exercise such facilities as skiing, tobogganing, archery, shuffleboard, and hiking.

The College has six allweather concrete tennis courts on the campus and a good athletic field that provides for intercollegiate football, baseball, track and field games. This is a four-acre tract located southwest of the main campus, conveniently near the gymnasium and easily accessible to the public who attend our intercollegiate events.

Through physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports.

VARSIETY CLUB. The Varsity Club is made up of men of the College who have earned the "C" in some one of the intercollegiate sports.

MEN'S ATHLETIC COUNCIL. The intercollegiate athletic program of the College is managed by the Athletic Council working in conjunction with the President. The Council consists of the Director of Physical Education and two other faculty members appointed by the President of the College, one member from the Student Senate appointed by the Student Senate, and one student member elected by the Varsity Club.

DRAMATICS. The campus dramatic organization is known as the College Players. Opportunities for gaining experience in the various phases of play production are afforded through the regularly scheduled club programs and through public productions. By means of discussion and demonstration, members gain a working knowledge of the principles of stage lighting, costuming, make-up, acting, and directing. Membership in the organization is determined by competitive try-outs open to all.

THE FUTURE TEACHERS OF AMERICA CHAPTER is unique in that it is the only organization in Colleges that gives or has possibilities of giving students the opportunity for active participation in local, state, and national educational associations.

Through the F.T.A. the student member establishes a professional citizenship he will wish to continue as long as he is a teacher. Student members receive each month the state and national educational publications.

F.T.A. projects and merit points are designed to give each member special training in leadership. Superintendents and placement bureaus report that membership in the F.T.A. and the number of merit points held are frequently the determining factors in choosing between candidates for a teaching position.

Membership in F.T.A. should be esteemed an honor and an opportunity. The National Education Association believes that no greater honor can come to a student than to be recognized as a member of the Future Teachers of America.

THE GEOGRAPHY CLUB offers students an opportunity to study phases of geography that are of greatest interest. Student members assume all responsibility of the club organization and plan all programs for the interest of the group. Every member is given an opportunity to make some contribution to the success of the club. Planned field trips afford observation of activities in the natural geographic setting.

HOSTESS CLUB. To provide an opportunity for women students who are interested in correct social usage and entertaining socially to learn about the subjects in which they are especially interested,

the Hostess Club was organized. The discussions at the meetings which are led by students or outside talent have centered about etiquette for dates, conduct at teas, introductions, flower arrangement, how to make friends, conversation, personal appearance, and such entertaining problems as correct silver, glassware, and china. Additional activities of the club have been taking social usage tests, putting on programs on correct form, planning and preparing a luncheon.

THE INTERNATIONAL RELATIONS CLUB, sponsored by Pi Gamma Mu, the national social science fraternity, has a definite objective: namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of society and social problems. It is here that all social questions may be discussed openly and freely.

MUSIC ORGANIZATIONS. Musical organizations are A Cappella Choir, Band, Girls' Ensemble, and Men's Quartet. Students have an opportunity to continue their previous training in singing the best type of music available. The students in the A Cappella Choir make a number of trips to sing at high schools and churches each year.

ASSOCIATION FOR CHILDHOOD EDUCATION is a national organization whose purpose is to gather and disseminate knowledge of the movement for the education of young children, to promote the progressive type of education in kindergarten and primary grades, and to raise the standard of the professional training for teachers in this field. Teachers of kindergarten and primary grades, and administrators and students interested in the problems of early childhood education are eligible for membership.

OUTDOOR CLUB. Activities: Nature hikes, camping, marksmanship, swimming, boating, fishing, bicycle riding, athletic games, skating, tobogganning, archery, horseshoe pitching, and lawn bowling.

THE SPORTSMAN'S RIFLE AND PISTOL CLUB, organized to foster an interest in sportsmanship in general, and marksmanship in particular, has several meetings each year to discuss related topics. The Club is affiliated with the National Rifle Association, and participates in the program of Civilian Marksmanship sponsored by the U. S. Army. A rifle range is maintained in Davis Hall, and members practice shooting each Tuesday evening.

THE CAMERA CLUB is planned to give students formerly interested in photography an opportunity to continue their hobby and to furnish a new hobby for those students who have recently become interested in the study of photography.

PANHELLENIC COUNCIL. This is a group of two representatives from each of the five sororities on the campus. Each year this group sponsors a tea, a dinner, and a dance.

SORORITIES. There are four sororities on the campus. The Delta Sigma Epsilon and Sigma Sigma Sigma are national sororities. The local Sororities are Lambda Chi Delta, and Sigma Delta Phi.

FRATERNITIES. There are three fraternities on the campus. They are the Delta Kappa, the Alpha Gamma Phi, and the Sigma Tau Gamma.

THE PRESS CLUB has the publication of the college paper. "The Clarion Call," as its main objective. It aims also to give the prospective teachers training they will need later in directing school publications. In the programs presented at Press Club meetings, various types of newspaper articles are discussed, and illustrations of the best are read. The papers from other colleges are studied and through comparison and constructive criticism the students attempt to improve the quality of their own College paper. A trip is made each year either to Pittsburgh or the local printing office to learn how a newspaper is published.

THE "SEQUELLE," the college annual, is another publication that aims to portray the student activities on the campus. It is published by a staff of representative seniors who have evidenced an interest in journalism. Special features of this book are the records and pictures of clubs, sports, and activities which contribute an important part of the students' social and intellectual training.

THE PURPOSE OF THE STUDENT ACTIVITIES is self-development. The responsibility for their success rests on the shoulders of the students. The meeting of each club is one period in length for which provision is made on the regular daily schedule. Some clubs meet every week; others meet every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities. Students are required to participate in one extra-curricular activity during the year. Each student is also required to take part in an activity which gives physical exercise. Such activities are: physical education classes, intramurals, athletics, outdoor club and sportsman's club.

THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer sessions, teachers can secure the professional

training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to secure credits toward a degree in education, or for permanent certification.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer. The mountain location provides a pleasant summer climate.

The regular Summer Session of 1953 will open on June 29 and close on August 7. The pre-summer session will be three weeks from June 8 to June 26. The post-session extends three weeks from August 10 to August 28.

ACCELERATED PROGRAM

Students who take three summer terms of twelve weeks each, finish the four-year course in three years.

NIGHT CLASSES

Thursday night classes are organized each semester for the convenience of the teachers of this area. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits.

FILM LIBRARY

By placing one 16 millimeter moving picture film in the college film library a high school or other organization can use one film every two weeks throughout the school year. Sound and silent films are now in circulation.

PENNSYLVANIA REGIONAL AUDIO-VISUAL LIBRARY

Clarion State Teachers College serves as a distributing center for visual aids and equipment of the Pennsylvania Regional Audio-Visual Library.

Films, Filmstrips, and other sensory aids held in this library contribute valuable resource material for the enrichment of courses of study in vocational and secondary education. Special fields in which materials are available include Vocational Agriculture, Vocational Homemaking, Vocational Trade-Industrial Education and Vocational Guidance.

Materials and projection equipment may be rented by the week at nominal rates.

PLACEMENT SERVICE

The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, Pennsylvania, thus offering additional facilities for the placement of students and graduates in positions.

The Placement Service assists school officials to secure competent teachers, and aids teachers to secure suitable positions in the field of service for which their field of training best fits them.

The estimate of the College concerning the scholarship and teaching skill, conduct and general demeanor of students is often sought by school officials.

The Placement Service is in charge of Mr. Richard C. Skinner. This is also a part of the work of the President of the College.

Students after graduation are urged to keep up their contacts with the College, in order that their Alma Mater may render further service, not only in helping them to secure better positions but to assist them to improve in their present positions.

STUDENT ACTIVITY FEE

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by Clarion Students' Association. This fee, amounting to \$15.00 each semester, will cover the cost of students activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the summer session is \$2.00. Check for this amount must be drawn to the Clarion Students' Association, not to the Commonwealth of Pennsylvania.

REGULATIONS REGARDING CHARGES AT THE STATE TEACHERS COLLEGES

(All fees are subject to change)

At a meeting of the Board of Presidents of the fourteen State Teachers Colleges of Pennsylvania it was recommended that the charges of the State Teachers Colleges of the Commonwealth be uniform. This recommendation was subsequently approved by the several Boards of Trustees and the Superintendent of Public Instruction.

The regulations regarding the charges are as follows:

1. A Contingent Fee, amounting to ninety dollars for the regular year of thirty-six weeks or forty-five dollars for each semester

of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, students welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

The charge shall be \$7.50 for each semester hour of off-campus instruction. The same regulation applies to students carrying seven or fewer semester hours on the campus during a semester.

The Contingent Fee for the summer session is \$7.50 per semester hour. A minimum contingent fee of \$22.50 is charged for the summer term.

2. For Board, furnished room, heat, light, and limited laundry the charge shall be \$108.00 during each half semester. At the discretion of the president of the college, an additional \$36.00 may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session. No reduction shall be allowed for laundry done at home, nor for absence a few days from the college.
3. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the damage.
4. An additional charge of one dollar shall be made for each day beyond the three days in the regular college infirmary. This charge is not to cover special nursing and medical service. There shall be a charge of two dollars a day to day-students admitted to the regular college infirmary under the regulations of the college, to cover board, and the nursing.
5. Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$7.50 per semester hour. If such students are enrolled in a special curriculum, they shall pay the special fees in addition to the fee of \$7.50 per semester hour.
6. There shall be a charge of \$5.00 to a graduate from a four-year curriculum to cover the cost of executing his diploma.
7. A deposit of \$10.00 shall be made by prospective dormitory students when they request advance room reservations. It will be deposited with the Revenue Department to the credit of the student's Contingent Fee, unless three weeks prior to the opening of the term or semester the student has notified the college authorities of his inability to enter, in which case it will be repaid to him. If notice is not thus given, the deposit cannot be returned. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

8. No student shall be allowed to enroll, graduate, or receive transcript of record against whom there are any previous charges.
9. According to the regulations of the Revenue Department, all charges shall be paid in advance.
10. One copy of a transcript of credits earned at the State Teachers College at Clarion will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution.
11. *Late Registration Fee.* Effective September 1, 1939, each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regulation, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured from the President because of illness or any other unavoidable causes. The same regulation shall apply to inter-semester payments. Registration is not complete until all fees are paid.

REGULATIONS REGARDING REPAYMENTS

Upon the recommendation of the Board of Presidents of the State Teachers Colleges of the Commonwealth, and approved by the Superintendent of Public Instruction and the Boards of Trustees of the State Teachers Colleges, the following regulations regarding repayment of funds were adopted:

1. Repayment of funds shall not be allowed for temporary or indefinite suspension or dismissal, nor for voluntary withdrawal from college except as provided for below.
2. There shall be no repayment for any part of the Student Activity Fee for any cause whatsoever.
3. Repayment of funds shall be allowed for personal illness, certified to by an attending physician, and for such other reasons as may be approved by the Board of Trustees. In such cases the repayment shall be the amount chargeable for that part of the semester which the student does not spend in college.
4. Refunds will not be made unless the student quits school.
5. Students who start boarding in the dining room will not be permitted to drop out during the year unless they leave school.

SUMMARY OF FEES**COST FOR STUDENTS LIVING AT THE COLLEGE**

(All fees are subject to change)

First Semester

Amount due September 8:

Activity Fee.....	\$ 15.00
Contingent Fee.....	22.50
Room, Board and Laundry.....	108.00
Total due September 8.....	\$145.50

Amount due November 9:

Contingent Fee.....	\$ 22.50
Room, Board and Laundry.....	108.00
Total due November 9.....	\$130.50
Total — First Semester.....	\$276.00

Second Semester

Amount due January 25:

Activity Fee.....	\$ 15.00
Contingent Fee.....	22.50
Room, Board and Laundry.....	108.00
Total due January 25.....	\$145.50

Amount due March 29:

Contingent Fee.....	\$ 22.50
Room, Board and Laundry.....	108.00
Total due March 29.....	\$130.50
Total — Second Semester.....	\$276.00
TOTAL FOR YEAR.....	\$552.00

COST FOR STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Amount due September 8:

Activity Fee.....	\$ 15.00
Contingent Fee.....	22.50
Total due September 8.....	\$ 37.50

Amount due November 9:

Contingent Fee.....	\$ 22.50
Total — First Semester.....	\$ 60.00

Second Semester

Amount due January 25:

Contingent Fee.....	\$ 22.50
Activity Fee.....	15.00
Total due January 25.....	\$ 37.50

Amount due March 29:

Contingent Fee.....	\$ 22.50
Total — Second Semester.....	\$ 60.00
TOTAL FOR YEAR.....	\$120.00

A student's books for a year cost between \$20 and \$40, depending on the courses he takes.

SUMMER TERM COSTS

The Contingent Fee is \$7.50 for each semester hour of credit. (A minimum contingent fee of \$22.50 is charged for the summer term.)

Pre-session \$ 36.00 for board, room and limited laundry
Regular session \$ 72.00 for board, room and limited laundry
Post session \$ 36.00 for board, room and limited laundry

There is an activity fee of \$2.00 for the regular session.

LIBRARY SCIENCE FEE

Students taking the library science course will pay a special fee of \$18 per year during their junior and senior years (these are the years in which library science courses are offered), and \$3 for the summer session.

BOARD AND ROOM. The dining room for both men and women boarding students is located in Becht Hall. The kitchen and bakery are provided with the most modern equipment and are kept in excellent condition. A competent corps of trained and experienced persons provide the best quality of food, well-cooked, properly seasoned, and served attractively.

UNIFORMS FOR PHYSICAL EDUCATION CLASS. The College requires a regulation uniform for all women taking physical education. These suits are purchased only at the College book store by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

NOTICE OF WITHDRAWAL. Students leaving college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

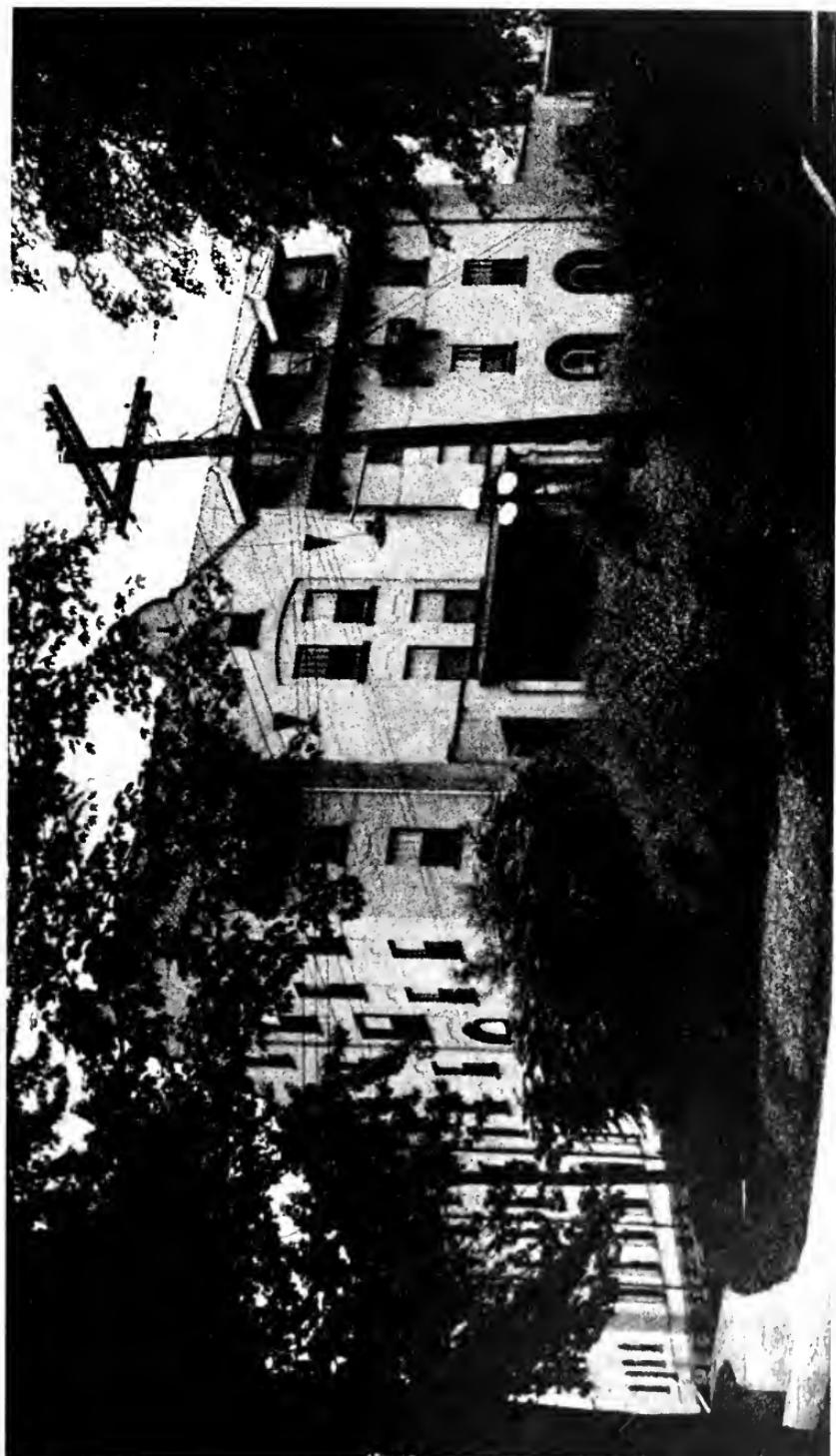
GUESTS. Arrangements for room guests at Becht Hall and Egbert Hall must be approved by the Dean of Women or the Dean of Men, respectively. Guest rate, 50 cents per night.

Guest rates in the College dining room, payable to the dietitian, are as follows: breakfast, 50 cents; luncheon, 75 cents; dinner \$1.00.

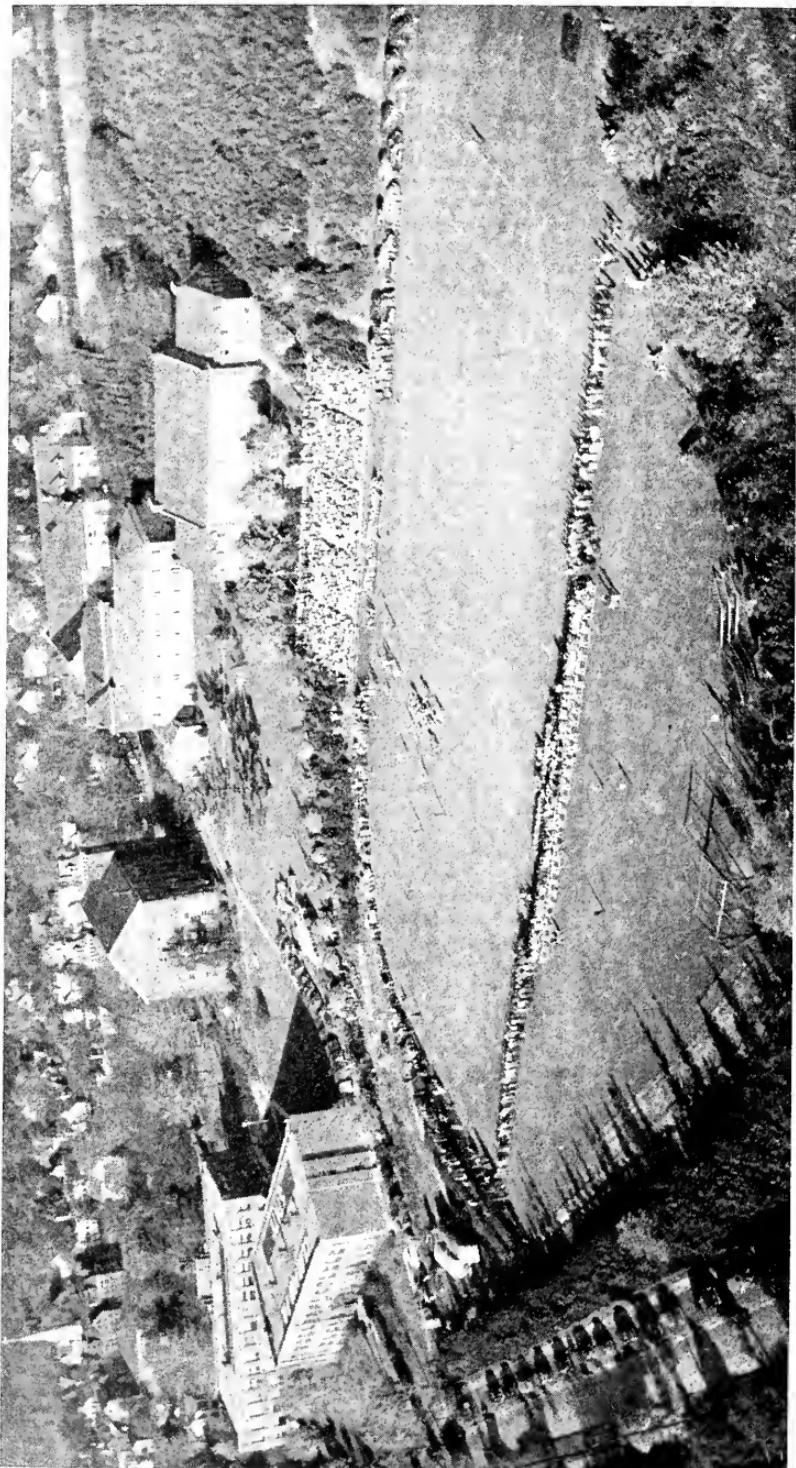
HELP FOR WORTHY STUDENTS. The College desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of merit. At the present time we have some places for table waiters. We pay 60c per hour.

STATE SCHOLARSHIPS. Holders of the State Scholarship may attend Clarion. These scholarships are obtained by taking competitive examinations under county superintendents in the senior year in high school.

FUNDS FOR WORTHY STUDENTS. The Alumni Association is sponsoring a permanent fund to be known as the Clarion State Teachers College Student Loan Fund. It has empowered the Citizens Trust Company, of Clarion, to place this fund on interest and to make loans out of it according to recommendations by a board of



BECHT HALL — WOMEN'S DORMITORY



FOOTBALL

trustees, consisting of the Chairman of the Board of Trustees, the President of the College, some other member of the faculty, and two alumni of the College. The committee has passed the following regulations: No more than three hundred dollars shall be loaned to any student during the four years. Interest shall be 4 per cent from the date of graduation or from the date the student leaves school. Students obtaining loans must have a property owner endorse their notes. To borrow from this fund a student must have a scholastic average of at least "C".

THE LOAN FUND OF THE CLARION COUNTY CHAPTER OF THE D.A.R. The Clarion County Chapter of the D.A.R. has established a loan fund, to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

THE LORENA GIVEN MEMORIAL FUND. In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

THE J. GEORGE BECHT MEMORIAL LOAN FUND. In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

THE 1913 CLASS LOAN FUND. The class of 1913 established in 1928 a loan fund of \$205.35, to be administered in the same way as the Alumni Loan Fund.

A. J. DAVIS LOAN FUND. The A. J. Davis Loan Fund in the amount of \$362.20 is to be administered in the same way as the Alumni Loan Fund.

H. W. COLEGROVE SCHOLARSHIP AWARDS. A trust fund established at the First National Bank of Port Allegheny by Mr. H. W. Colegrove provides for scholarships of \$100 each per year to be awarded to students from McKean County.

THE FRANK L. HARVEY STUDENT LOAN FUND in the amount of \$1,000. The criteria to be used in making decisions as to the ones to borrow from this fund will be: (1) The real need for such a loan, (2) the love of children and young people, (3) a modicum of brains, (4) an understanding heart, (5) a sense of responsibility.

H. W. COLEGROVE SCHOLARSHIP LOAN FUND TRUST. The will of Mr. Colegrove provides that The First National Bank of Port Allegheny may make loans from his trust fund up to \$200 in any one year, and not more than \$500 to any one student, at the rate of 2% interest per annum while the borrower is attending school and 4% per annum after leaving school.

THE R. H. DUNTLEY MEMORIAL LOAN FUND. Miss Alice C. Duntley has established a loan fund in memory of her father, R. H. Duntley of the class of 1892, and a former Trustee of the College. It amounts to \$100, to be used as a loan to a senior student of Warren or McKean County and to be administered by the Alumni Loan Fund Committee.

THE CHRISTINE A. DICKINSON MEMORIAL LOAN FUND. A loan fund of \$150 has been established as a memorial to Christine A. Dickinson, alumna of Clarion, and for many years a teacher in the public schools of Ridgway, Pennsylvania. This fund is to be used preferably for elementary teaching students from Elk County, and is to be administered in the same way as the Alumni Loan Fund.

REQUIREMENTS FOR ADMISSION

In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges:

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. English Fundamentals and Psychological Tests.
5. A Personal Interview.

Candidates for admission must satisfy these five general requirements in detail as outlined below.

1. General scholarship as evidenced by (graduation from an approved four-year high school) *the completion of the work of the 10th, 11th, and 12th grades of an approved secondary school* or institution of equivalent grade, or equivalent (preparation) education as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduation class in secondary (high) school will be admitted on certificate without further evidence of general scholarship
- b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation, provided:
 - (1) They are recommended by their (high school) secondary school principal as being able to do creditable college work, and

- (2) Appraisal of the detailed (high school) secondary school record indicates to admission authorities of the college that the candidates can do satisfactory college work. Whenever available, candidates are urged to present to the admission authorities cumulative records of (high school) secondary school work such as were used by the Carnegie Foundation in the Pennsylvania Study, and
- (3) A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college. Applicants satisfactorily meeting the requirements (1), (2), and (3) above will be admitted on probation. Such students may be required to withdraw from the college unless they meet the required standard of scholarship in at least (9) semester hours of work.

Students engaging in drinking, gambling or the willful destruction of property will be dismissed.

Women living away from home are not permitted to keep automobiles at the college. Men are advised not to.

Foreign languages, ancient or modern, are not required for entrance. Students may enter from the following departments of accredited high schools: Commercial, vocational, agricultural, college preparatory, home economics, and general. The grades students have made in high school are more important than the subjects they have selected.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

- a. The estimate of the secondary school official will be recorded by a check margin in the appropriate column of a three point rating scale as follows: Low Middle High

Trustworthiness
Initiative
Industry
Social Adaptability
Personal Appearance
Sympathy
Emotional Stability

- b. This will be included as part of the (high school) secondary school record blank.
3. Health, physical vigor, emotional stability, absence of

physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition towards ill health as determined by a medical examination.

- a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This physical examination will be checked by the examining physician at the college.
- b. Applicants may be rejected for the following reasons:
 - (1) Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system, including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid.
 - (2) Defective vision of marked degree.
 - (3) Permanently impaired hearing.
 - (4) Marked speech defects.
 - (5) Unsightly deformities.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of those defects. A complete medical examination is also made at the college for all students at the beginning of each year in accordance with a requirement of the Association of Colleges for Teacher Education.

4. Normal intelligence and satisfactory command of English as shown by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interest of the applicant and a promise of professional development.

- a. The personal interview is to serve two purposes:
 - (1) It is to give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
 - (2) It is to take an inventory of the personal characteristics of the applicants who are admitted, making this inventory available to instructors and officers concerned with personnel work in the college.

ADMISSION OF FRESHMEN IN SEPTEMBER, 1953

Applicants for admission to the freshman class in 1953, should read and observe carefully the following procedure:

1. Come or send to the General Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personal record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Bring or send the personal record to the College before the date of the examinations. Have the examining physician send the medical examination record to the College. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Have a personal interview with an official of the College. The General Office of the College is open between the hours of 8:00 A.M. and 5:00 P.M. every day except Saturday, when the hours are from 8:00 A.M. to 12:00 M. At the time of the interview, students who expect to live in the dormitories should make arrangements for rooms with the Dean of Women or the Dean of Men.

QUARTERLY REPORTS. For the purpose of reporting the progress of students, each semester is divided into halves. At the end of the first nine weeks, each teacher submits to the Registrar a report for each student doing unsatisfactory work in his classes. These reports are sent to the students. At the end of the semester a permanent report is recorded for each student, a copy of which is sent to the student and parents or guardians.

GRADING SYSTEM

- A indicates superior attainment.
- B indicates attainment above average.
- C indicates average attainment.
- D indicates attainment below average.
- E indicates failure.
- Inc indicates incomplete work.
- W indicates withdrawal from a course.

Inc (incomplete) is not used unless a student has been in attendance throughout a semester or session. It indicates that the work of a student is incomplete and that the final grade is being with-

held until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given.

All incomplete grades must be removed by the end of the following semester or they become failures.

SCHOLARSHIP REQUIREMENTS

Students whose failures in any semester or year amount to six or more semester hours shall not take all the regular work of the following semester or year. It is recommended that such students attend summer session to make up deficiencies.

Students shall not do student teaching unless they have passed in English I and II, nor shall students whose recorded or reported failures amount to six or more semester hours do such teaching. No student shall do student teaching unless he has a "C" average (This applies to all grades earned after June 1, 1948.)

Effective June 1, 1948 the quality point system will be used for all grades made after that date. Grades previous to that date will stand as they are.

Quality points will be assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D, no quality points, E,-1.

To qualify for graduation, students must have a "C" average (This applies to all grades earned after June 1, 1948.)

ADVANCED STANDING

Students transferring from other institutions will not be accepted without official transcripts of credit and certificates of honorable dismissal. If the college transcript does not contain the high school record a transcript from the high school is necessary. Such students are required to have an interview with an official of the college prior to the opening of the semester in which they wish to enter.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made grades of A, B, or C. Where the grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted. Passing grades of "D" in other institutions will not be accepted.

Students may not obtain a certificate or degree without a

minimum residence of one year (thirty semester hours) in this College.

Teachers in service may complete in extension courses not more than 25 per cent of the courses required for a degree.

Students who are not graduates of a four-year high school, first class, must have their credits evaluated by the State Department of Public Instruction, Harrisburg, Pennsylvania. Students who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted not more than 64 semester hours of credit toward a degree for their normal school work.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

In accordance with a state regulation a maximum of six semester hours of credit may be completed in one semester while a person is engaged in full-time teaching.

No credit is given for correspondence work taken after September 1, 1927.

STUDENT TEACHING CREDIT FOR TEACHERS IN SERVICE

Experienced teachers with three or more years of experience in teaching, who become candidates for a degree and who hold certificates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:

- (a) Earn the number of hours required in actual student teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester under approved supervision. In such cases, the candidate must be regularly registered in the institution, and may not earn more than a total of six semester hours credit in a single semester for all courses pursued, or

(c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

EVALUATION OF CREDITS

Evaluation of the credits of students are considered valid only for the year in which distributions are made (year in which credits are earned). This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Teachers Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiry, *other than at registration periods*, at the General Office.

CERTIFICATION

The *Provisional College Certificate* is issued to applicants who complete any one of the approved four-year curriculums.

The *Permanent College Certificate* requires three years of successful teaching experience on the Provisional College Certificate in the public schools of the Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate.

Visual Education Requirement—Holders of temporary certificates of standard grade (normal school certificates, temporary standard certificates, and provisional college certificates) issued on and after September 1, 1953, shall have completed a course in visual aids and sensory techniques to qualify for permanent certification. One or more semester hours of credit in the course are satisfactory. This is in addition to meeting the experience requirements.

History Requirement—Subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania. Subsequent to September 1, 1944, all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

A college certificate for teaching in the elementary field may be validated for the teaching of secondary school subjects by the addition of twelve semester hours of professional work applicable to the secondary subjects, six of which must be student teaching. In addition credits as specified in the lists of majors in the secondary field must be presented for each field in which certification is desired.

A college certificate for the teaching of secondary school subjects may be validated for the teaching of the elementary subjects on the completion of thirty semester hours of preparation in elementary education, including six semester hours of student teaching with pupils of an elementary grade level. The courses to be completed for this extension shall be chosen from the following list:

Teaching of Reading	Health or Physical Ed. in the Elementary School
Art in the Elementary School	
Speech Correction	Educational Measurements for Elementary Teachers
Child Psychology	
Elementary School Methods	The Elementary School Curriculum
Teaching of Geography	Teaching of Elementary Social Studies
Civic Education	
Children's Literature and Story Telling	Teaching of English
Teaching of Arithmetic	Teaching of Elementary Science (Nature Study)
Music in the Elementary School	Principles of Elementary Education

No teacher will be certified who has not completed a professional course or courses in Health, Art, and Music.

CERTIFICATION REGULATIONS FOR TEACHERS OF AERONAUTICS

1. AERONAUTICS EDUCATION

- a. Where a teacher holds a valid certificate to teach mathematics, or science or physical science, such certificate shall be valid to teach aeronautics if, in the judgment of the local superintendent, the teacher has demonstrated competence to teach this subject.
- b. Where a teacher is certified in secondary subjects other than mathematics or science, or physical science, and demonstrates to the local superintendent competence to teach aeronautics, such teacher may be certified for this subject on the basis of a statement of this fact by the local superintendent to the Superintendent of Public Instruction.

CURRICULA

Clarion offers the following curricula:

- I. A FOUR-YEAR CURRICULUM IN LIBRARY SCIENCE EDUCATION leading to the degree of Bachelor of Science in Education.
- II. A FOUR-YEAR CURRICULUM IN ELEMENTARY EDUCATION leading to the degree of Bachelor of Science in Education.
 1. Kindergarten-Primary
 2. Intermediate
 3. Rural
- III. A FOUR-YEAR CURRICULUM IN SECONDARY EDUCATION designed to prepare for teaching in Junior and Senior high schools and leading to the degree of Bachelor of Science in Education.
- IV. A major field to prepare for the teaching of Aeronautics in secondary schools has recently been added to the curriculum.
- V. The first two years of all curriculums are similar to the first two years in most colleges and enables students expecting to transfer to do two years of college work at Clarion.

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

The degree of Bachelor of Science in Education will be conferred upon Dental Hygienists meeting the following requirements:

1. The Possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction.

“The professional education requirement for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks of not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Council and Examining Board.”

2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

	<i>Semester Hours</i>
A. EDUCATION	11
(1) Professional Orientation.....	3
(2) General Psychology.....	3
(3) Educational Psychology and Evaluative Techniques.....	3
(4) Audio-Visual Education.....	2
B. GENERAL EDUCATION	41
(1) Communications I..... or English I (3-3) and Speech I (2-2) Communications II..... or English II (3-3) and Speech II (2-2)	5 5
(2) Fine Arts..... a. Introduction to Art 2 b. Introduction to Music 2	4
(3) Geography	6
a. Principles of Geography 3 b. World Geography 3	
(4) World Culture I..... or Literature I (2-2) and History of Civilization I (3-3)	5

World Culture II	5
or Literature II (2-2)	
and History of Civilization II (3-3)	
(5) Social Studies	11
a. American Government	3
b. Economics	3
c. History of the United States and Penna.	3
d. Sociology	2
C. ELECTIVES	12
	<hr/>
Total	64

In such category above, credit will be given for equivalent courses pursued in the two year Dental Hygiene Curriculum. In such cases students must increase their electives by the number of semester hours so credited.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the College in which the student is enrolled.

The curriculum will be effective as of January 23, 1951.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public Nursing

	<i>Semester Hours</i>
Public School Nursing.....	2
Public School Organization.....	2
Public Health Nursing.....	6
Nutrition and Community Health.....	2
Family Case Work.....	3
TOTAL	15

B. General and Professional Education

History of the United States and	
Pennsylvania	3
Communications	5
World Culture.....	5
American Government.....	3
Professional Orientation to Education.....	3
Education Psychology.....	3
Audio-Visual Education	2
TOTAL	24

C. Electives

TOTAL	6
TOTAL	45

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college.

The curriculum will be effective June 1, 1951.

The Teachers College curriculums are in the process of revision and changes can be expected from time to time.

FOUR YEAR ELEMENTARY CURRICULUM

(Sequence of courses subject to change for administrative reasons)

Any variation from the following schedule must be approved by the Dean.

FIRST SEMESTER

	Clock Hours	Semester Hours Credit
Communications I.....	5	5
or English I (3-3) and Speech I (2-2)		
Professional Orientation.....	3	3
Basic Biology.....	4	3
Health.....	2	2
World Geography.....	3	3
 Total	 17	 16

SECOND SEMESTER

Communications II	5	5
or English II (3-3) and Speech II (2-2)		
Introduction to Art.....	3	2
Introduction to Music.....	3	2
Basic Physical Science.....	4	3
Physical Education I.....	2	1
Geography of the United States and Pennsylvania.....	3	3
 Total	 20	 16

THIRD SEMESTER

World Culture I.....	5	5
or Literature I (2-2) and History of Civilization I (3-3)		
Music for the Elementary Grades	2	2
Physical Education II.....	2	1
Science for the Elementary Grades.....	3	3
Art for the Elementary Grades.....	2	2
Electives	3	3
 Total	 17	 16

FOURTH SEMESTER

	Clock Hours	Semester Hours Credit
World Culture II..... or Literature II (2-2) and History of Civilization II (3-3)	5	5
Audio-Visual Education.....	3	2
Teaching of Music in the Elementary Grades.....	4	3
Teaching of Art in the Elementary Grades.....	4	3
Physical Education III.....	2	1
Electives	2	2
Total	— 20	— 16

FIFTH SEMESTER

History of the United States and Pennsylvania I.....	3	3
Language Arts in the Elementary Grades..... or Teaching of Reading (3-3), Language (3-3) Children's Literature (3-3)	9	9
General Psychology.....	3	3
Teaching Health and Physical Education.....	3	2
Total	— 18	— 17

SIXTH SEMESTER

History of the United States and Pennsylvania II....	3	3
Child Development.....	3	3
Social Living in the Elementary Grades..... (Teaching of Arithmetic 3-3, Elementary Science 3-3, Social Studies and Geography 3-3)	9	9
Educational Psychology and Evaluative Techniques.....	3	3
Total	— 18	— 18

SEVENTH SEMESTER

American Citizenship	6	6
Option 1—Home and Family Living (3-3) and American Government (3-3)		
Option 2—Introduction to Philosophy (3-3) and American Government (3-3)		
Electives	9	9
Total	— 15	— 15

EIGHTH SEMESTER

	Clock Hours	Semester Hours Credit
Student Teaching and Direction of Student Activities.....	30	12
Professional Practicum including School Law.....	2	2
	—	—
Total	32	14

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course. A student may be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

SPECIALIZATION AND ELECTIVES

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for Kindergarten and Grades I to VI inclusive, and for Grades VII and VIII if not in a regularly organized and approved junior high or in junior-senior high school.

Students may specialize in Early Childhood, in Intermediate grade, or in Upper grade teaching by selecting appropriate electives. Required:

Courses listed in the elementary curriculum outline.
Electives:

	Clock Hours	Semester Hours Credit
Child Adjustment.....	3	3
Child Psychology	3	3
Creative Activities in the Elementary School.....	3	3
Diagnostic and Remedial Reading.....	3	3
Pre-School Education	3	3
School and Community.....	3	3
Speech Problems in the Elementary School.....	3	3
Teaching the Exceptional Child.....	3	3

Students may also elect courses in academic fields and special curriculums offered at the college.

The teachers college curriculums are in the process of revision and changes can be expected from time to time.

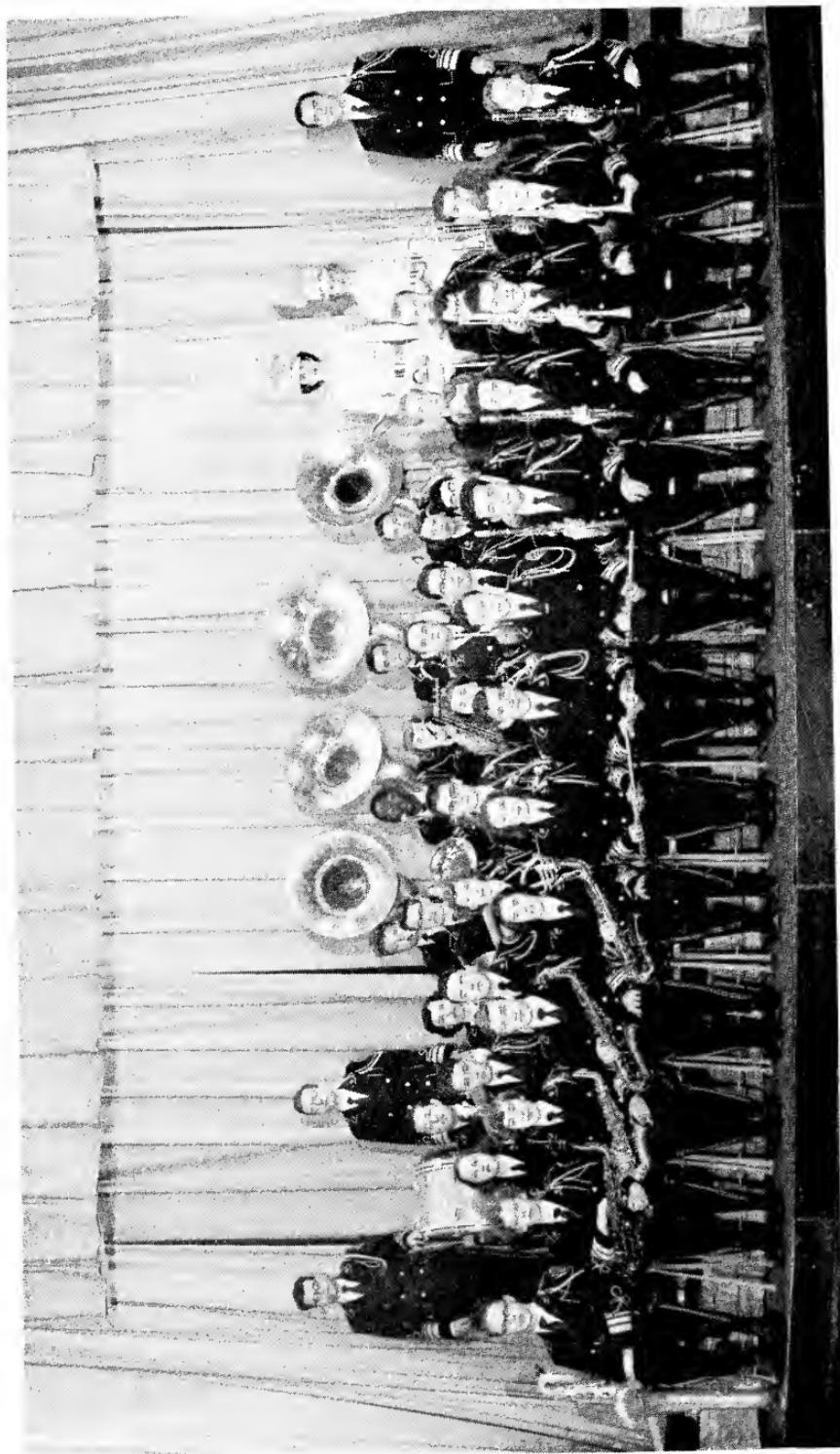


ARCHERY



ROOM IN BECHT HALL

COLLEGE BAND



FOUR YEAR SECONDARY CURRICULUM

(Sequence of courses subject to change for administrative reasons)

Any variation from the following schedule must be approved by the Dean.

		Clock Hours	Semester Hours Credit
	<i>FIRST SEMESTER</i>		
Communications I		5	5
or English I (3-3) and Speech I (2-2)			
Basic Biology		4	3
Health		2	2
World Geography		3	3
Electives		2	2
Total		16	15
	<i>SECOND SEMESTER</i>		
Communications II		5	5
or English II (3-3) and Speech II (2-2)			
Basic Physical Science		4	3
Physical Education I		2	1
Professional Orientation		3	3
Fundamentals of Mathematics		3	3
Electives		2	2
Total		19	17
	<i>THIRD SEMESTER</i>		
World Culture I		5	5
or Literature I (2-2) and History of Civilization I (3-3)			
Introduction to Art		3	2
Physical Education II		2	1
Science in Modern Civilization		3	3
Electives		6	6
Total		19	17
	<i>FOURTH SEMESTER</i>		
World Culture II		5	5
or Literature II (2-2) and History of Civilization II (3-3)			
Introduction to Music		3	2
Physical Education III		2	1
Electives		9	9
Total		19	17

		Clock Hours	Semester Hours Credit
	FIFTH SEMESTER		
History of the United States and Pennsylvania I	3	3	
Audio-Visual Education	3	2	
General Psychology	3	3	
Electives	8	8	
Total	17		16

		Clock Hours	Semester Hours Credit
	SIXTH SEMESTER		
History of the United States and Pennsylvania II	3	3	
Problems of Secondary Education, including Guidance	3	3	
Educational Psychology and Evaluative Techniques	3	3	
Electives	7	7	
Total	16		16

		Clock Hours	Semester Hours Credit
	SEVENTH SEMESTER		
American Citizenship	6	6	
Option 1—Home and Family Living (3-3) and American Government (3-3)			
Option 2—Introduction to Philosophy (3-3) and American Government (3-3)			
Electives	10	10	
Total	16		16

		Clock Hours	Semester Hours Credit
	EIGHTH SEMESTER		
Student Teaching and Direction of Student Activities	30	12	
Professional Practicum, including School Law	2	2	
Total	32		14

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. First Field

The minimum number of semester hours required for a first field of specialization is:

General field of Science	38
English	35

Social Studies	30
Social Science	30
History	30
Biological Science	30
Physical Science	30
Chemistry	30
Physics	30
Aeronautics	24
Geography	24
Mathematics	24
General Speech	24
French	24
Latin	24
Spanish	24

2. The second field shall require not fewer semester hours than the minimum required for certification.

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course. A student may be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

LIBRARY SCIENCE CURRICULUM

The State Council of Education on December 3, 1937 approved the establishment at the State Teachers College, Clarion, of a curriculum for the education of teacher librarians. Clarion is the only State Teachers College in the western part of Pennsylvania authorized by the Department of Public Instruction to offer training for teacher librarians.

Library Science courses are offered as one of the elective fields for students in a four-year curriculum. A specific group of courses is intended to prepare a student either as a part-time or full-time librarian in a public school library. Students majoring in library science also become certificated to teach in one or more other fields such as history, English, mathematics, Latin, French, Spanish, chemistry, physics, biology, or geography.

A student must have a "C" average to enter the library science curriculum.

The library science courses are as follows:

	Clock Hours	Semester Hours Credit
Administration of School Libraries I.....	2	2
Book Selection I.....	3	3
Administration of School Libraries II.....	3	3
Reference Service I.....	2	2
Cataloging and Classification I.....	3	2
Reference Service II.....	2	2
Book Selection II.....	3	3
Cataloging and Classification II.....	2	2
Enrichment Materials I.....	3	3
Books and Libraries as a Social Force.....	3	3
Library Practice.....	15	6
Administration of School Libraries III.....	3	3
Enrichment Materials II.....	2	2

The teachers college curriculums are in the process of revision and changes can be expected from time to time.

FOUR YEAR LIBRARY CURRICULUM

(Sequence of courses subject to change for administrative reasons)

Any variation from the following schedule must be approved by the Dean.

FIRST SEMESTER

	Clock Hours	Semester Hours Credit
Communications I..... or English I (3-3) and Speech I (2-2)	5	5
Basic Biology.....	4	3
Health.....	2	2
World Geography.....	3	3
Electives.....	2	2
Total	16	15

SECOND SEMESTER

Communications II..... or English II (3-3) and Speech II (2-2)	5	5
Basic Physical Science.....	4	3
Physical Education I.....	2	1
Professional Orientation.....	3	3
Fundamentals of Mathematics.....	3	3
Electives.....	2	2
Total	19	17

THIRD SEMESTER

World Culture I..... or Literature I (2-2) and History of Civilization I (3-3)	5	5
Introduction to Art.....	3	2
Physical Education II.....	2	1
Administration of School Libraries I.....	2	2
Home and Family Living..... or Introduction to Philosophy.....	3	3
American Government.....	(3)	(3)
Total	18	16

FOURTH SEMESTER

Introduction to Music.....	3	2
Physical Education III.....	2	1
World Culture II..... or Literature II (2-2) and History of Civilization II (3-3)	5	5

		Clock Hours	Semester Hours Credit
Book Selection I		3	3
Science in Modern Civilization		3	3
Electives		3	3
Total		19	17

FIFTH SEMESTER

History of the United States and Pennsylvania I		3	3
Audio-Visual Education		3	2
General Psychology		3	3
Administration of School Libraries II		3	3
Reference Service I		2	2
Cataloging and Classification I		3	2
Elective		1	1

Total 18 16

SIXTH SEMESTER

History of the United States and Pennsylvania II		3	3
Problems of Secondary Education including Guidance		3	3
Educational Psychology and Evaluative Techniques		3	3
Reference Service II		2	2
Book Selection II		3	3
Cataloging and Classification II		2	2

Total 16 16

SEVENTH SEMESTER

Student Teaching and Direction of Student Activities		15	6
Professional Practicum including School Law		2	2
Enrichment Materials I		3	3
Books and Libraries as a Social Force		3	3
Electives		2	2

Total 25 16

EIGHTH SEMESTER

Library Practice		15	6
Administration of School Libraries III		3	3
Enrichment Materials II		2	2
Electives		4	4

Total 24 15

AREAS OF SPECIALIZATION

AERONAUTICS

(First field 24 S. H.; Second field 18 S.H.)

		Hours	
	Clock	S.H.	
<i>Required:</i>			
Aviation Mathematics	3	3	
Aircraft Communications and Regulations	3	3	
General Service and Structure of Aircraft	6	3	
Aerial Navigation	3	3	
Meteorology	3	3	
Aerodynamics and Theory of Flight	3	3	
Electives:			
Aircraft Engines	12	6	
Identification of Aircraft	3	3	
Climatology	3	3	
Commercial Air Transportation	3	3	
Flight Experience	Variable Credit	3-6	

BIOLOGICAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Biological Science will not be required to take Basic Biology.

		Hours	
	Clock	S.H.	
<i>Required:</i>			
Botany I	6	4	
Botany II	6	4	
Zoology I	6	4	
Zoology II	6	4	
Teaching Science in the Secondary School	3	3	
Electives: (At least one course to be selected from each group below)			

Group 1. Field Courses

Field Botany	5	3
Ornithology	5	3
Entomology	5	3
Ecology	5	3
Field Zoology	5	3

		Hours
	Clock	S.H.
Group 2. Laboratory Courses		
Vertebrate Anatomy	5	3
Physiology	5	3
Microbiology	5	3
Parasitology	5	3
Genetics	5	3

CHEMISTRY

(First field 30 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Chemistry will not be required to take Basic Physical Science.

Required:

Physics I	6	4
Physics II	6	4
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Teaching Science in Secondary School	3	3

Electives:

Organic Chemistry I	6	4
Organic Chemistry II	5	3
Biological Chemistry	6	3
Physical Chemistry	5	3
Colloidal Chemistry	6	3
Industrial Chemistry	5	3
Chemistry of Foods and Nutrition	6	3
Water Analysis	4	2

THE GENERAL FIELD OF SCIENCE

(First field 38 S.H.; no Second field in General Science)

Students demonstrating competence to specialize in the General field of Science will not be required to take Basic Biology or Basic Physical Science.

Required:

Botany I	6	4
Botany II	6	4
Zoology I	6	4

		Hours	
	Clock	S.H.	
Zoology II	6	4	
Chemistry I	6	4	
Chemistry II	6	4	
Earth Science	3	3	
Physics I	6	4	
Physics II	6	4	
Teaching of Science in Secondary School	3	3	

PHYSICAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in physical science will not be required to take Basic Physical Science.

Required:

Chemistry I	6	4
Chemistry II	6	4
Physics I	6	4
Physics II	6	4
Teaching of Science in the Secondary School	3	3

Electives:

To be selected from Chemistry, Earth Science or Physics.

PHYSICS

(First field 30 S.H.;* Second field 18 S.H.)

Students demonstrating competence to specialize in Physics will not be required to take Basic Physical Science.

Required:

Physics I	6	4
Physics II	6	4
Teaching of Science in Secondary School	3	3
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4

Electives:

Magnetism and Electricity	6	4
Mechanics	6	4
Heat	6	4
Electronics	5	3
Optics	5	3
Sound	5	3
Physical Measurements	Variable	

*College Algebra and Trigonometry are pre-requisites for specializing as a first field.

ENGLISH

(First field 35 S.H.; Second field 18 S.H.)

		Hours	
		Clock	S.H.
<i>Required:</i>			
Communications I.....	5	5	
or English I (3-3) and Speech I (2-2)			
Communications II.....	5	5	
or English II (3-3) and Speech II (2-2)			
World Culture I (5-5) *			
or Literature I	2	2	
and History of Civilization I (3-3)			
World Culture II (5-5) *			
or Literature II.....	2	2	
and History of Civilization II (3-3)			
Recent Trends in Teaching English.....	3	3	

Restricted Electives:

At least one course should be selected in each of Groups 1, 2, 3, 4. Group 4 is intended for students especially interested in writing.

Group 1. Survey courses:

American Literature.....	3	3
English Literature	3	3
American Poetry.....	3	3
American Prose	3	3
Children's Literature and Story Telling...	3	3

Group 2. Period courses:

Pre-Shakespearean Literature.....	3	3
Shakespeare	3	3
Eighteenth Century Literature.....	3	3
The Romantic Movement	3	3
Victorian Literature.....	3	3

Group 3. Literary form courses:

Criticism	3	3
Modern Drama.....	3	3
The Novel to 1870.....	3	3
Contemporary Novel	3	3
Essay	3	3
Contemporary Poetry.....	3	3
Short Story	3	3
Literature or Biography.....	3	3

*World Culture I and II are composite courses. Each course will carry 2 S. Hrs. toward certification in English.

		Hours	
	Clock	S.H.	
Group 4. Composition			
Creative Writing.....	3	3	
Journalism	3	3	
Advanced Composition	3	3	
English Philology and Grammar.....	3	3	

FOREIGN LANGUAGES

FRENCH

(First field 24 S.H.; Second field 18 S.H.)

Required:

French I	3	3
French II	3	3
French III.....	3	3
French IV.....	3	3

Electives:

French V—Survey of Literature.....	3	3
French VI—Survey of Literature.....	3	3
French VII—Advanced Language and Techniques..	3	3
French VIII—French Classical Drama.....	3	3
French IX—French Literature of the 19th Century.	3	3
French X—Development of the French Novel.....	3	3

LATIN

(First field 24 S.H.; Second field 18 S.H.)

Required:

Latin—Ovid and Virgil.....	3	3
Latin II—Livy.....	3	3
Latin III—Cicero and Tacitus—Selections.....	3	3
Latin IV—Horace.....	3	3
Latin V—Plautus and Terence.....	3	3
Latin VI—Roman Civilization.....	3	3

Note: To specialize in Latin, students must present not less than two years of secondary school Latin and demonstrate competence in this field.

SPANISH

(First field 24 S.H.; Second field 18 S.H.)

	Clock	Hours	S.H.
<i>Required:</i>			
Elementary Spanish I and II.....		6	6
Intermediate Spanish I and II.....		6	6
Introduction to Spanish Literature.....		3	3
Spanish Conversation		3	3

Electives:

Advanced Spanish Conversation.....		3	3
Commercial Spanish.....		4	4
Spanish-American Literature		6	6
Contemporary Spanish Drama.....		6	6

GEOGRAPHY

(First field 24 S.H.; Second field 18 S.H.)

Required:

World Geography		3	3
Teaching of Geography in Secondary Schools.....		3	3

Restricted Electives:

At least two courses must be chosen from each group.

Group 1. Earth Studies

Climatology		3	3
Geology		3	3
Meteorology		3	3
Physiography		3	3
Cartography		3	3

Group 2. Economics

Economic Geography.....		3	3
Commercial Air Transportation.....		3	3
Conservation of Natural Resources.....		3	3
Geographic Influences in American History.....		3	3
Trade and Transportation.....		3	3

Group 3. Regional Studies

Geography of Pennsylvania.....		3	3
Geography of Asia.....		3	3
Geography of Africa and Australia.....		3	3
Geography of Europe.....		3	3

		Hours	
	Clock	S.H.	
Geography of the Far East	3	3	
Geography of Latin America	3	3	
Geography of the United States and Canada.....	3	3	
World Problems in Geography.....	3	3	
Field Courses (as approved)	3	3	

MATHEMATICS

(First field 24 S.H.; Second field 18 S.H.)

Required:

College Algebra.....	3	3
Trigonometry	3	3
Analytic Geometry.....	3	3
Calculus I (Differential).....	3	3
Calculus II (Integral).....	3	3
Teaching of Mathematics in Secondary School.....	3	3

Electives:

Advanced College Algebra.....	3	3
Synthetic Geometry.....	3	3
Spherical Trigonometry and Navigation.....	3	3
Statistics	3	3
History of Mathematics.....	3	3
College Geometry.....	3	3
Field Work in Mathematics.....	3	3
Calculus III	3	3
Mathematics of Finance.....	3	3

SAFE DRIVING AND GENERAL SAFETY EDUCATION

At a meeting of the State Council of Education, January 9, 1948, the following regulations were passed for the certification of teachers in the field of Education for Safe Living (Highway Safety and General Safety Education) :

Effective in 1951, twelve semester hours will be required for the extension of a teacher's certificate to cover this field.

Courses offered will be selected from the following or equivalent approved courses:

Driver Education and Traffic Safety in Secondary Schools.....	3	3
General Safety Education.....	3	3

		Hours	
		Clock	S.H.
Organization and Administration in Safety Education		3	3
Materials and Methods of teaching Safety in the Secondary Schools		3	3
Materials and Methods of Teaching Safety in the Elementary Schools		3	3
The Psychology of Accident Prevention		3	3
Visual and other aids in Safety Education		3	3

SOCIAL STUDIES

(First field 30 S.H.; 15 in History, 15 in Social Science)

Required:

*World Culture I (5-5)			
History of Civilization I	3		3
and Literature I (2-2)			
*World Culture II (5-5)			
History of Civilization II	3		3
and Literature II (2-2)			
History of the United States and Pennsylvania I	3		3
History of the United States and Pennsylvania II	3		3
American Citizenship	6		6
American Government (3-3)			
and Home and Family Living (3-3)			
or			
American Government (3-3)			
and Introduction to Philosophy (3-3)			
**Principles of Sociology	3		3
**Principles of Economics	3		3
Teaching Social Studies in the Secondary Field	3		3

Electives:

History of Europe to 1815	3	3
History of Europe since 1815	3	3
History of Pennsylvania	3	3
History of England	3	3
20th Century World History	3	3
Diplomatic History of the United States	3	3
International Relations 1919 to present	3	3

*World Culture I and II are composite courses. Credit in each is 3 S.H. for certification in Social Studies.

**Required for both first and second fields.

		Hours
	Clock	S.H.
History of Latin America	3	3
Renaissance to Reformation	3	3
History of the Middle East and India	3	3
History of the Far East	3	3
Contemporary Social Problems	3	3
Contemporary Economic Problems	3	3
Consumer Education	3	3
Municipal Government	3	3
Comparative Government	3	3
Industrial Relations	3	3
United Nations Organization and Function	3	3

HISTORY

(First field 30 S.H.; Second field 18 S.H.)

*World Culture I (5-5)		
Social Studies I	3	3
and Literature I (2-2)		
*World Culture II (5-5)		
Social Studies II	3	3
and Literature II (2-2)		
History of the United States and Pennsylvania I	3	3
History of the United States and Pennsylvania II	3	3
†American Citizenship	6	6
American Government (3-3)		
and Home and Family Living (3-3)		
or		
American Government (3-3)		
and Introduction to Philosophy (3-3)		
Teaching Social Studies in the Secondary Field	3	3

Electives:

History of Europe to 1815	3	3
History of Europe since 1815	3	3
History of Pennsylvania	3	3
History of England	3	3
20th Century World History	3	3
Diplomatic History of the United States	3	3
International Relations 1919 to present	3	3
History of Latin America	3	3
Renaissance to Reformation	3	3

*World Culture I and II are composite courses. Each course will count 3 S.H. toward certification in History.

†American Citizenship will not count toward second field.

		Hours
	Clock	S.H.
History of the Middle East and India.....	3	3
History of the Far East.....	3	3
Principles of Sociology.....	3	3
Principles of Economics.....	3	3
United Nations Organization and Function.....	3	3

SOCIAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

Required:

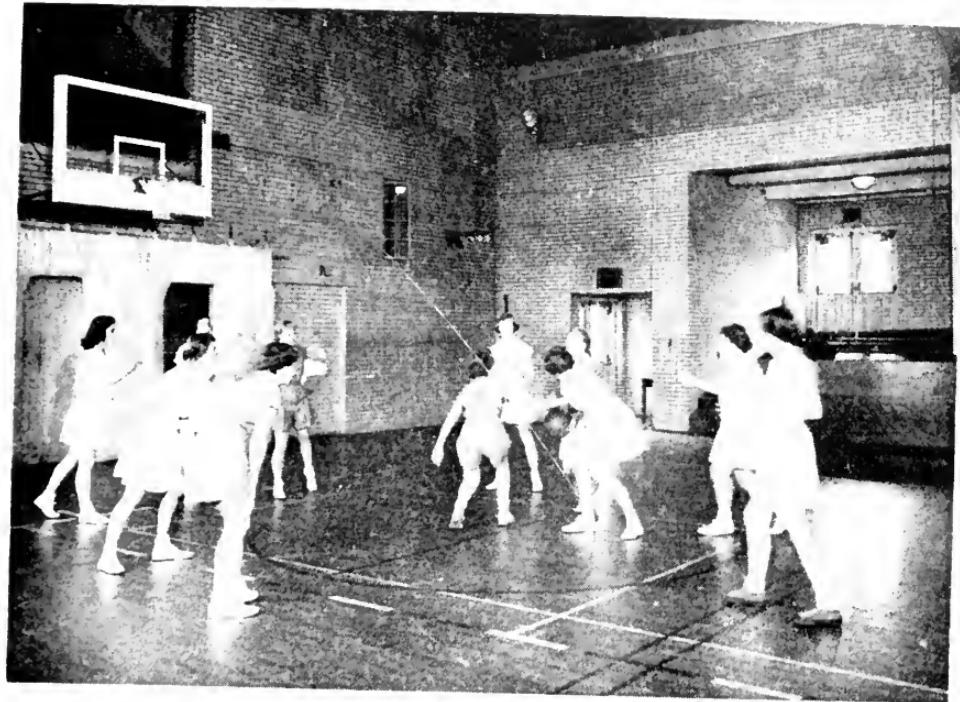
*World Culture I (5-5)		
History of Civilization I.....	3	3
and Literature I (2-2)		
*World Culture II (5-5)		
History of Civilization II.....	3	3
and Literature II (2-2)		
History of the United States and Pennsylvania I...	3	3
History of the United States and Pennsylvania II...	3	3
†American Citizenship	6	6
American Government (3-3)		
and Home and Family Living (3-3)		
or		
American Government (3-3)		
and Introduction to Philosophy (3-3)		
Principles of Sociology.....	3	3
Principles of Economics.....	3	3
Teaching Social Studies in Secondary Field.....	3	3

Electives:

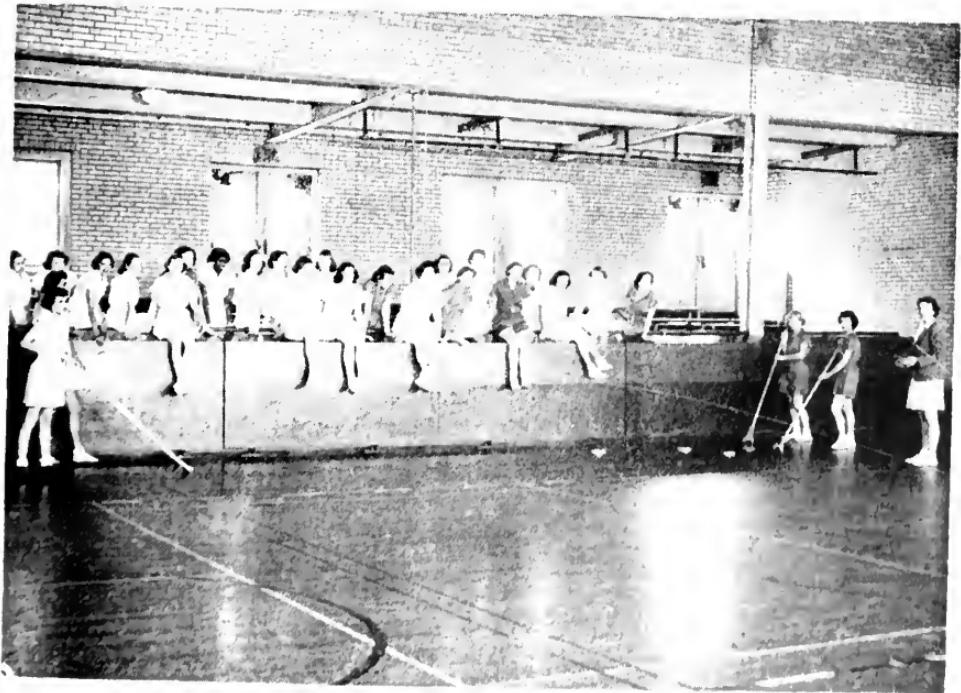
Contemporary Social Problems.....	3	3
Contemporary Economic Problems.....	3	3
Consumer Education.....	3	3
Municipal Government.....	3	3
Comparative Government.....	3	3
Industrial Relations.....	3	3
United Nations Organization and Function.....	3	3

*World Culture I and II are composite courses. Credit in each is 3 S.H. for certification in Social Science.

†American Citizenship will not count toward second field.



BASKETBALL



SCHUFFLEBOARD



DINNER — FIRST SHIFT

GENERAL SPEECH

(First field 24 S.H.; Second field 18 S.H.)

		Clock	Hours S.H.
<i>Required:</i>			
*Communications I (5-5)			
English Composition I (3-3)			
and Speech I	2		2
*Communications II (5-5)			
English Composition II (3-3)			
and Speech II	2		2
Phonetics and Voice	3		3
Oral Interpretation	3		3
Play Production	3		3
Speech Programs in Secondary School	2		2
 Electives:			
Stagecraft, Scenic Design and Lighting	3		3
Debate, group discussion and parliamentary procedure	3		3
Radio I	3		3
Radio II	3		3
Creative Dramatics and Story Telling	3		3
Costume and Make-Up	3		3
Choral Speaking	3		3
Community Dramatics and Pageants	3		3
Speech Development and Improvements	3		3

*Communications I and II are composite courses. Each course will carry 2 S.H. credit toward specialization.

AERONAUTICS

<i>Aviation Mathematics</i>	Three hours per week Three semester hours
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This course includes the principles of college algebra and trigonometry which are necessary for an understanding of aerodynamics, aerial navigation, physics and meteorology.

<i>Aircraft Communications and Regulations</i>	Three hours per week Three semester hours
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Radio code and civil air regulations. A goal of reception at the rate of twenty words a minute is set. In civil air regulations a proficiency comparable to an instructor's rating can be obtained.

<i>General Service and Structure of Aircraft Including Gliders and Model Airplanes</i>	Six hours per week Three semester hours
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This course includes inspection and care of fuselages, engine mounts, wings, flight control surfaces, flight control mechanism, landing gear, tires, wheels, brakes, etc., all of which is necessary to safety in flight and long life of the airplane.

The laboratory work will consist of work on airplanes and construction of models for the sake of imbuing the student with the idea of rigid inspection.

<i>Aerial Navigation</i>	Three hours per week Three semester hours
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Of the four phases of navigation, stress is placed on pilotage and dead reckoning, whereas radio navigation and celestial navigation are introduced in their broader aspects. In pilotage, chart reading and safety procedures are stressed. Dead reckoning is carried through the alternate airport problem.

<i>Meteorology</i>	Three hours per week Three semester hours
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A science of the atmosphere—a study of the phenomena of weather; air masses, cyclones, fronts. Emphasis is placed upon relationships of weather to aviation and weather hazards to flying such as winds, storms, icing, and fog.

<i>Aerodynamics and Theory of Flight</i>	Three hours per week Three semester hours
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This course deals with the mathematics of lift and drag of flight surfaces and includes explanations of Bernoulli's principle of its application to flight. Such subjects as variation of power with altitude, weight and wing area, the application of lift and drag coefficients to problems of speed, climb, and lift are included in this course.

<i>Aircraft Engines—Types, Operation and Servicing</i>	Twelve hours per week Six semester hours
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The theory of various types of internal combustion engines followed by the mechanical applications of these principles as seen in airplane engines will be the basis of the class work.

The laboratory work will consist of tearing down and rebuilding an airplane engine, trouble shooting and general servicing of the engine.

<i>Identification of Aircraft</i>	Three hours per week Three semester hours
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The history of the airplane is studied briefly and the major portion of the time will be spent in studying the different types of commercial and private aircraft, their relative merits and identification. Identification will include a knowledge of the external features of recognition of the various craft as well as a knowledge of the power, and capabilities of the same.

<i>Climatology</i>	Three hours per week Three semester hours
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A study of climates of the world and their relation to aviation. Emphasis is placed upon the hazards to aviation in various regions of the earth; such as fog, tropical cyclones, and prevailing winds. Long distant flights over polar areas and in the stratosphere are considered.

<i>Commercial Air Transportation</i>	Three hours per week Three semester hours
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This course includes the regulations for commercial air transportation.

ART

<i>Introduction to Art</i>	Three hours per week Two semester hours
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This is a generalized course for every one who expects to become a teacher. Its main objective is the development of culture through an appreciation of the fine arts. The needs of the individual are considered in relation to dress, home-furnishing, architecture, the minor arts, etc., and a text is used as a reference book for these topics. Use is also made of the college library and the Museum. Much contemporary art material is brought in by the students, for discussion and study.

<i>Art for the Elementary Grades</i>	Two hours per week Two semester hours
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This course is for Elementary teachers, all of whom should have a knowledge of the theory and practice of teaching art in the public schools. The social and psychological sides of art as well as the best modern pedagogy are given careful attention. Methods of presentation are considered as well as techniques, art materials, processes and sources.

<i>Teaching Art in the Elementary Grades</i>	Four hours per week Three semester hours
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Art I is a prerequisite for Art II and both courses together constitute one unit. The objectives and achievements of Art II are similar to those of Art I.

<i>Art Crafts</i>	Three hours per week Three semester hours
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This is a course with a dual purpose. First, it is an enrichment course meant to give vital experience with the arts and crafts to any college student, either secondary or elementary. Second, it is to provide sufficient knowledge and skill for the teaching of the arts and crafts in the elementary field. A great deal of freedom is given students in initiating their own projects, and carrying them out. Stencilling, weaving, decorative painting, and modelling are only a few of the many activities offered.

Creative Art

Three hours per week
Three semester hours

The aim of this elective course is to develop expression in drawing, oil painting, or other art media. The studies are selected and arranged with regard to the individual interests of the student. No prerequisite. This course is open to all curricula.

Practical Problems in Art Education

Three hours per week
Three semester hours

Practical problems in art education may be and usually are varied in nature. Some students require more information regarding methods of teaching and others feel that more art techniques are desirable. Whatever the students regard as problems are considered the objectives of the course and are studied to the point where student needs are considered to be satisfied.

EDUCATION*Audio-Visual Education*

Three hours per week
Two semester hours

Consideration of the need for sensory techniques and materials in the learning process with attention given to the psychological principles involved. Acquaintance with and achievement of skills in specific techniques, materials, and equipment within his teaching field. Activities will include actual production of material for classroom use and participation in their use.

Introduction to Philosophy

Three hours per week
Three semester hours

An introduction to philosophy with emphasis upon current and pertinent problems. An historical survey of the contributions of outstanding ancient and modern philosophies. Especial attention is given to ethical implications.

*Problems of Secondary Education—**Including Guidance*

Three hours per week
Three semester hours

Consideration of the practical problems of secondary teaching and organization. Survey of the basic structure and nature of American secondary education emphasizing guidance principles. Prerequisite: Professional Orientation.

Professional Orientation

Three hours per week
Three semester hours

An orientation and guidance course acquainting prospective teachers with the opportunities and requirements of the profession; the relationship of the school to society; the organization and administration of the American school system. Extensive directed observation of various schools and learning situations will be required.

Professional Practicum Including School Law

Two hours per week
Two semester hours

Methods and practices of teaching. General techniques of teaching and techniques for the students' special field. Pennsylvania school laws relevant to the work of the classroom teacher. Problems encountered by the students in their student teaching.

<i>Recent Trends in American Education</i>	Two hours per week Two semester hours
Survey of recent practices, theories, and trends in American education. Intensive study of current and recent writings in conjunction with field trips and extensive observations. Prerequisite: Professional Orientation.	
<i>Student Teaching and Direction of Student Activities</i>	Thirty hours per week for one semester Twelve semester hours
Observation and participation in all teaching and activities related to the performance of a teacher's work, in the area of the student's specialization.	

EDUCATION—ELEMENTARY

<i>Child Adjustment</i>	Three hours per week Three semester hours
Application of the principles of mental hygiene to the problems of elementary school children in home, school, and community; study of special agencies concerned with child welfare; clinics, social agencies, juvenile courts, etc.	
<i>Child Development</i>	Three hours per week Three semester hours
Acquisition of understanding and appreciation of the patterns of physical, mental, social and emotional growth in the period of early childhood. Consideration of local, state, and national agencies concerned with the welfare and education of early childhood. Observation of learning situations in the family, school, and community environments.	
<i>Creative Activities in the Elementary School</i>	Three hours per week Three semester hours
Consideration of the guidance of children in creative learning and expression. Emphasis upon the child's needs to discover creative interests and upon the development of skills and refinements of taste needed for rich experience in art, music and literature.	
<i>Diagnostic and Remedial Reading</i>	Three hours per week Three semester hours
Acquaintance with recent research in the field of reading to acquaint students with problems and needs common to incompetent readers and with the most successful materials and techniques for dealing with such problems. Demonstration and practice in testing, planning, and directing remedial programs with groups and individuals. Prerequisite: Teaching of Reading.	
<i>Language Arts in the Elementary Grades</i>	Nine hours per week Nine semester hours
Preparation of teachers for the development of the child's abilities in oral and written communication. Provides knowledge of the nature of reading processes and materials of instruction. Essential techniques and materials of language, including handwriting and spelling, to teach the child knowledge and skills in the fundamentals of oral and written communication are considered. Children's Literature is explored to acquaint the prospective teacher with appropriate materials.	

QB

<i>Teaching of Reading</i>	Three hours per week Three semester hours
Scientific aspects of reading and problems in the teaching of reading in all elementary grades. Presentation in theory and practice, from careful examination of research and from observation. Opportunity for the student to acquaint himself with a variety of modern reading materials and with approved techniques in their use. Problems of disability and their treatment.	
<i>Teaching of Elementary English</i>	Three hours per week Three semester hours
Survey of the content of the curriculum in English in the elementary grades. Methods of teaching oral and written composition, principles of grammar, poetry and literature. The teaching of handwriting is part of this course.	
<i>Children's Literature and Story Telling</i>	Three hours per week Three semester hours
An introduction to important children's books, old and new, and to techniques for the presentation of book materials. It encourages wide reading of juvenile literature and provides criteria for and experience in the evaluation of children's books.	
<i>School Education</i>	Three hours per week Three semester hours
Study of pre-school and kindergarten children, of nursery school andergarten programs, materials, equipment and procedure, records and records. Laboratory school experiences supplement reading and discussion of acceptable standards and teaching practices. Prerequisite: Child Development.	
<i>School and Community</i>	Three hours per week Three semester hours
Study of group and intergroup activities and the role of the individual in group; of community interests, needs, resources and problems; of teacher responsibility in community activities: professional, social, civic, religious, and cultural. Student participation in community activities is stressed.	
<i>Social Living in the Elementary School</i>	Nine hours per week Nine semester hours
The techniques of the teaching of children to achieve basic concepts and skills in mathematics, science, geography, economics, sociology, and history and survey of instructional materials and the curriculum in these areas. Ways of developing meaningful experiences in each area and ways of organizing them into social living units will be stressed.	
OR	
<i>The Teaching of Arithmetic</i>	Three hours per week Three semester hours
The various processes and operations needed in the arithmetic of the elementary school are carefully analyzed so that the students	

may see just what must be taught and what problems and difficulties are likely to be encountered as this work is presented. Suggestions for meeting these problems and for preventing or correcting common arithmetical deficiencies.

<i>Teaching of Elementary Science</i>	Three hours per week Three semester hours
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Methods of presenting science in each grade of the elementary school and with the important facts and principles that should be taught in each grade. Stressed are field work, collection of materials, special techniques and demonstrations to adapt elementary science to local conditions. Elementary science syllabi of several states and cities are studied. Evaluations of elementary science texts and pamphlets are now available for each grade.

A survey of methods and techniques, stressing the profitable use of community resources, the development of health civic attitudes, and such specific problems as the grade placement of materials, testing, and procedures for creating sustained interest.

<i>Speech Problems</i>	Three hours per week Three semester hours
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Acquaintance of students with the various speech problems common to children in the elementary school. Emphasis is placed upon remedial techniques. The study of materials, methods, and techniques used by the classroom teacher in improving the speech of all children.

The study of atypical children who need help in order to adjust and succeed to the extent of their capacity. Students are guided in recognizing, understanding, and dealing with the additional needs of the superior child and the mentally, physically, or emotionally handicapped child. The selection, construction and adaptation of learning aids and materials.

EDUCATION—SAFETY

Classroom instruction combined with road training and the teaching of driving to beginners using dual control cars. Emphasis is placed upon the essential facts, principles, skills and attitudes necessary for good driving and the teaching of same to beginning drivers. Ability to use and interpret the results of psycho-physical testing is required.

<i>General Safety Education</i>	Three hours per week Three semester hours
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The development of habits and attitudes that will make for safe living by both teachers and students. Acquaintance with 1. Rules, regulations, and laws concerning the operation of motor vehicles; 2. Rules and regulations of pedestrian travel; 3. Other hazards to which we are commonly subjected, such as fire, electricity, etc., especially in the home and school.

<i>Methods and Materials of Teaching Safety Education in the Secondary Schools</i>	Three hours per week Three semester hours
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The study of evaluative techniques, content, methods, and teaching aids in the program of Safety Education in the secondary schools.

<i>Organization and Administration of Safety Education</i>	Three hours per week Three semester hours
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Curriculum content and experiences for all school grades in safety education, its organization and graduation for teaching purposes. Ways and means of administering a safety education program.

<i>Psychology of Accident Prevention</i>	Three hours per week Three semester hours
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Relates the achievement of behavior outcomes relating to safe living to the psychological factors and techniques essential in the learning process. A review of the literature and experimentation relative to proneness to accidents, affect of alcohol on drivers, reaction times, etc.

<i>Visual and Other Aids in Safety Education</i>	Three hours per week Three semester hours
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Evaluation and use of posters, charts, radio, projectors, and special aids in the teaching of Safety Education.

PSYCHOLOGY

<i>Child Psychology</i>	Three hours per week Three semester hours
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The development of a functional understanding of the maturation and learning of children from birth to adolescence and the physical growth as related to psychological maturation. The laboratory school is used for the purpose of implementing the basic facts and principles relating to child growth by frequent observation. Prerequisite: General Psychology.

<i>Educational Psychology and Evaluative Techniques</i>	Three hours per week Three semester hours
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The nature of the learning process with emphasis on the application of the principles of psychology to the problems of learning and teaching. An important aspect of the course is the study of actual classroom problems and procedures by observation of regular work and by special illustrative demonstrations in the laboratory school. Prerequisite: General Psychology.

<i>General Psychology</i>	Three hours per week Three semester hours
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A comprehensive study of the origins, motives, and modifications of human behavior with emphasis on the scientific approval in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to the simpler techniques in psychological experimentation.

<i>Mental Hygiene</i>	Three hours per week Three semester hours
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Problems of personality and mechanisms of adjustment, including a study of the origin and resolution of conflicts, and the role of emotion in the pattern of behavior are studied. Prerequisite: General Psychology.

<i>Psychology of Adolescence</i>	Three hours per week Three semester hours
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An intensive study of problems in adjustment and development during the period of transition from childhood to adulthood. Special attention is focused upon inner drives and upon the influence of social pressures and the principles and facts of adolescent development which are useful to parents and teachers. Case studies are utilized. Prerequisite: General Psychology.

<i>Psychology of Exceptional Children</i>	Three hours per week Three semester hours
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The problems of exceptional or atypical children. The major purpose is to gain a functional understanding of the various types of psychological and physical deviates, both as to the genesis of their behavior processes, their treatment, and the guiding principles involved in their training. Prerequisite: General Psychology.

ENGLISH

<i>Communications I</i>	Five hours per week Five semester hours
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The study of communication provides both vicarious and direct development of abilities for personal expression. It includes extensive practice in reading, speaking, and writing in language form, appropriate to social and professional situations; and instruction in the use of formal and informal discussion techniques. Library usage, taught by a member of the library staff, orients the student to the resources and use of the college library.

<i>Communications II</i>	Five hours per week Five semester hours
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This developmental program includes the refinement and extension of skills and techniques of Communications I with special emphasis on the basic reading, speaking, and writing skills appropriate to the various fields of learning. Prerequisite: Communications I.

OR

<i>English I</i>	Three hours per week Three semester hours
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Review of grammar in detail, analysis of construction, functional practice, remedial drill in punctuation, spelling, and mechanics of English; vocabulary study. Writing of brief compositions and analysis for structural faults and errors in diction. Library usage, separate unit additional to English I, is introduction to use of the library taught by a member of the college library staff.

<i>English II</i>	Three hours per week Three semester hours
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Study and application of the laws of composition; methods and types of exposition; description and narration. Paragraph and theme

writing; analysis of literary samples; book reviewing; outlining; assembling bibliography. Continued functional practice in mechanics. Prerequisite: English I.

<i>Speech I</i>	Two hours per week Two semester hours
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Study and application of fundamental principles of effective speaking; training in selection, organization, and development of materials suitable for speeches; recording and analysis of voice; emphasis on personality adjustment as related to speaking-listening situation; diacritical marking and vocabulary building.

<i>Speech II</i>	Two hours per week Two semester hours
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Continuation of Speech I with special emphasis on group discussion and parliamentary procedure; expository, narrative, and descriptive materials; speeches for special occasions; interpretative or choral reading.

A survey of the evolution of man's culture—his governmental, economic, social, religious, intellectual, and aesthetic activities, from the beginnings of the race to the present time.

OR

As an introduction to literature, this course is designed to pro-

vide opportunities for both wide and extensive reading which will familiarize students with the development of human thought as it has found expression in the recognized literary masterpieces of all times and peoples.

AND

History of Civilization I and II

Three hours per semester for two semesters
Six semester hours

<i>Advanced Composition</i>	Three hours per week Three semester hours
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Advanced experience in writing is afforded through the preparation of reviews, digests, and critical reports, employing expository, descriptive, and argumentative techniques.

This course is a survey of representative American writings from colonial times to the present. Particular attention is given those writings which best exemplify democratic ideals and national character.

<i>American Poetry</i>	Three hours per week Three semester hours
The nature, form, and function of verse as exemplified by representative American poets are examined, with particular reference to social backgrounds and national ideals.	
<i>American Prose</i>	Three hours per week Three semester hours
A study of the development of national ideals as expressed by representative prose masterpieces, with extensive critical reading in current periodicals as well as intensive study of great works of the past.	
<i>Children's Literature and Story Telling</i>	Three hours per week Three semester hours
An introduction to important children's books, old and new, and to techniques for the presentation of book materials. It encourages wide reading of juvenile literature and provides criteria for and experience in the evaluation of children's books.	
<i>Contemporary Novel</i>	Three hours per week Three semester hours
A study of modern and contemporary movements in fiction based on the critical reading and analysis of English and American novels published since 1870.	
<i>Contemporary Poetry</i>	Three hours per week Three semester hours
An examination of representative poetry published since 1870, in both England and America, provides the basis for a study of forms, aspects, and tendencies in contemporary verse, with particular reference to poetry as a criticism of modern life.	
<i>Creative Writing</i>	Three hours per week Three semester hours
An advanced course for students of marked ability in the creative processes of writing. The course aims to develop creative ability, to improve the student's own style, and to furnish methods and materials for the teaching of composition in the secondary schools.	
<i>Eighteenth Century Literature</i>	Three hours per week Three semester hours
A critical consideration of significant eighteenth-century writers with emphasis upon the struggle between tradition and revolt as reflected in the works of Pope, Johnson, Addison, Swift, Goldsmith, and other representative writers of the period.	
<i>English Literature</i>	Three hours per week Three semester hours
English Literature is surveyed from Anglo-Saxon times to the present with emphasis on recognized masterpieces. The course has two basic aims: (1) broader knowledge of the growth of English and their relation to historic movements; (2) wider reading and more intelligent appreciation.	

<i>English Philology</i>	Three hours per week Three semester hours
This course introduces students to the scientific and historical study of the development of modern English and the discernible trends in language today through the use of exercises in phonetics, etymology, and dictionary usage.	
<i>Journalism</i>	Three hours per week Three semester hours
The organization, management, and supervision of the content of school publications, the preparation of school publicity materials, and the development of journalistic style is acquired through practical participation in journalistic activities.	
<i>Literary Criticism</i>	Three hours per week Three semester hours
The historical study of literary criticism and aesthetic theory, with emphasis upon modern trends.	
<i>Modern Drama</i>	Three hours per week Three semester hours
A comprehensive view of the best dramatic literature of the modern American and British theatre since 1890 is presented through lectures, discussions, and experiences related to the contemporary stage.	
<i>Pre-Shakespearean Literature</i>	Three hours per week Three semester hours
A study of the cultural backgrounds of the English-speaking race, its folkways, legends, balladry, and history, particularly, as reflected in Beowulf, the Arthurian epics, Chaucer, and Spenser.	
<i>Recent Trends in the Teaching of English</i>	Three hours per week Three semester hours
The content of language-arts requirements of the secondary school is reviewed, with special reference to grade-placement and adaptation of materials, appraisal of results, and the development of programs of study. Directed observation in the laboratory is frequently employed.	
<i>Shakespeare</i>	Three hours per week Three semester hours
The work of this course is a study of selected comedies, tragedies, and historical plays by Shakespeare, together with the social, historical, and literary background necessary for their full appreciation. Particular reference is made to those plays most frequently included in secondary school curriculums.	
<i>Short Story</i>	Three hours per week Three semester hours
The development of the short story as a distinct and popular current literary form is traced through its history and technique. Recent tendencies are investigated and wide reading in current periodicals is encouraged.	
<i>The Essay</i>	Three hours per week Three semester hours
The history and development of the essay as a distinctive literary form, together with readings in current periodical non-fiction and provision for opportunities for self-expression through writing.	

<i>The Literature of Biography</i>	Three hours per week Three semester hours
A study of the historical development of biographical writing with readings from Plutarch, Boswell, Carlyle, Macaulay, Strachey, Bradford, Ludwig, and standard and contemporary biographers.	
<i>The Novel to 1870</i>	Three hours per week Three semester hours
A study of the rise and development of the novel in English from its predecessors of the eighteenth century to Hardy and Mark Twain. A selected list of novels is assigned for analysis with a view to cultivating an appreciation of this dominant literary form.	
<i>The Romantic Movement</i>	Three hours per week Three semester hours
A study of Wordsworth, Coleridge, Byron, Shelly, Keats, and their contemporaries, in the light of social background and biographical and critical doctrine.	
<i>Victorian Literature</i>	Three hours per week Three semester hours
Victorian culture is studied through its interpretation by poets and essayists of the period, with particular reference to the writings of Carlyle, Ruskin, Newman, Browning, Tennyson.	

FOREIGN LANGUAGES**FRENCH****French I**

Three hours per week
Three semester hours

This course includes pronunciation, conversation and elementary French Grammar. Stress is placed on accurate grammatical construction, by use of French to English translations as well as English to French translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

French II

Three hours per week
Three semester hours

This course is a continuation of French I with special stress on irregular verbs and the construction of tenses.

French III

Three hours per week
Three semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of the course is to provide a good background for future work in French. Prerequisite: two years of high school French or equivalent.

French IV

Three hours per week
Three semester hours

A continuation of French I with emphasis on the Subjunctive Mood and advanced composition.

French V and VI—Survey of Literature

Each course: Three hours per week
Three semester hours

Selected readings from authors whose works throw light upon current problems of social living. Form and oral expression are taught in the framework of the literature read. Prerequisite: French IV.

French VII—Advanced Language and Techniques

Three hours per week
Three semester hours

Emphasis is placed not only on the ability to speak and write a foreign language, but on the techniques necessary for the foreign language teacher. Prerequisite: French V.

French VIII—French Classical Drama

Three hours per week
Three semester hours

The masterpieces of Corneille, Moline, and Racine are read, after a consideration of the early history of the drama. Prerequisite: French IV.

French IX—French Literature of the Nineteenth Century

Three hours per week
Three semester hours

This includes the development of both the romantic and naturalistic schools. Prerequisite: French IV.

French X—Development of the French Novel Three hours per week
Three semester hours

Representative novels from eighteenth, nineteenth, and twentieth century are read and discussed in the native language. Prerequisite: French IV.

LATIN

Latin I, Ovid and Virgil Three hours per week
Three semester hours

A course in Latin poetry of the Augustan age. Some of Ovid's musical verses are read that best reveal poetry in lighter view enjoyed by the fashionable Romans of the day. For the students who have read Virgil's "Aeneid" portions of the "Bucolics" and "Georgies" are chosen for the second half of the course. The "Bucolics" are devoted to the current political events of the age and the "Georgies" consist of didactic poems on agricultural subjects.

Latin II, Livy Three hours per week
Three semester hours

The reading of Books I, XXI, XXII to develop the student's interest in the legendary and early history of Rome. The course aims also to acquaint the student with the lives and characters of the leading men who helped to shape her destiny. A study is made of Livy's style as a historian and his ability to portray vivid historical and dramatic scenes.

Latin III, Cicero's De Senectute, De Amicitia Three hours per week
Three semester hours

A literary study of the essay as a distinctive type of Roman literature. The main purpose of the course is to develop increased ability to read Latin, to master the vocabulary and syntax of Cicero, and to acquaint the student with the philosophy of the Roman as it is revealed in Cicero's discussion of old age and friendship.

Latin IV—Horace Odes and Epodes Three hours per week
Three semester hours

The purpose of this course is to read and appreciate the poetry of Horace, one of the representative poets of the Augustan age and a personal friend of the emperor. Special emphasis is placed upon Horace's imagery, artistry, humor and philosophy of life. A comparison with other poets of the day is made, and the attention of the student is directed to the ideas of Horace prevailing in contemporary verse.

Latin V—Plautus and Terence Three hours per week
Three semester hours

A course in Roman comedy belonging to the early days of the Republic. In addition to the reading of plays, a study of the development of the Roman drama is made with frequent reports on the theatre, actors, and dramatic plots. Attention is directed to the forms and Syntax of the early Republican era.

Latin VI, Roman Civilization Three hours per week
Three semester hours

A study of the civilization of the Romans from the beginning of her history through the Empire Period. Attention is given to the myths and private life of the Romans as well as to her legislative and political institutions which led to her conquest of the world. Rome's contribution to the world civilization is studied and facts are investigated that are of special value to the prospective teacher of Latin.

SPANISH

<i>Spanish I—Beginners' Spanish</i>	Three hours per week Three semester hours
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This course includes pronunciation, conversation and elementary Spanish Grammar. Stress is placed on accurate grammatical constructions, by use of Spanish to English translations as well as English to Spanish translations. Conversation is stressed in class and each student is urged to use the language as much as possible in class.

<i>Spanish II—Beginners' Spanish</i>	Three hours per week Three semester hours
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This course is a continuation of Spanish I with special stress on irregular verbs, the construction of tenses and the subjunctive mood.

<i>Spanish III—Conversational Spanish</i>	Three hours per week Three semester hours
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This course deals only with spoken Spanish. The entire class is conducted in the vernacular with stress on grammatical correctness.

<i>Spanish IV—Intermediate Spanish Grammar</i>	Three hours per week Three semester hours
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A review of elementary grammar with special emphasis on irregular verbs, orthographic and radical changing verbs.

<i>Spanish V—Spanish Literature</i>	Three hours per week Three semester hours
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Study of outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV.

<i>Spanish VI—Spanish-American Literature</i>	Three hours per week Three semester hours
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Study of outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV.

<i>Spanish VII—The Short Story in Spain and America</i>	Three hours per week Three semester hours
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A survey of the cultivation of the genre. There are readings from the works of Pardo Bazan, Valle Inclan, Juan Valera, Jose Ruben Romero, Rafel Delgando, Horacio Quiroga, Roberto Payro, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

<i>Spanish VIII—The Novel in Spain and America</i>	Three hours per week Three semester hours
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A study of the development of the novel. Representative types such as the picaresque novel, the psychological novel, the novel of social thesis, the regional novel, and the historical novel are analyzed. There are readings from Cervantes, Le Sage, Valera, Pereda, Galdos, Blasco Ibanez, Baroja, Alarcon, Palacio Valdes, Lopez y Fuentes, Azuela, Galvez, Gallegos, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

*Spanish IX—The Drama in Spain
and America*Three hours per week
Three semester hours

This is a review of the history of the theatre and various dramatic forms such as the classic drama of the "siglo de oro," the romantic movement, the realistic theatre, and the genero chico. There are readings from Lope de Vega Calderon, Tirso de Molia, Echegaray, Rivas Juana Inez de la Cruze, Alarcon Meneaventa, Los Quinteros, Arniches, Florencio Sanchez, and others. This course includes oral and written reports, critiques, and dramatic readings. Prerequisite: Spanish IV.

*Spanish X—Mexican Literature*Three hours per week
Three semester hours

This course is a chronological survey of outstanding works in the prose and poetry of Mexico, pointed toward clarification of Mexican history and contemporary writings. The work includes oral and written reports and critiques. Prerequisite: Spanish IV.

*Spanish XI—Intensive Grammar and
Teaching Techniques*Three hours per week
Three semester hours

Emphasis is placed on the ability to write and speak the foreign language through intensive study of the structure of the language.

*Spanish XII—Advanced Conversation
and Composition*Three hours per week
Three semester hours

Development of facility in using the everyday language in both oral and written communications with people to whom the language is native.

GEOGRAPHY

*World Geography*Three hours per week
Three semester hours

A basic course organized to develop a knowledge and appreciation of the physical factors of the environment, and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are emphasized in relation to their influence on the economic and cultural activities of man.

Geography of United States and Pennsylvania Three hours per week
Three semester hours

An analysis of population, land utilization, production and trade, through a comprehensive study of the relations between the physical factors of the environment and man. The first part of the course deals with Pennsylvania, and through its economic position within the States, proceeds logically to an analysis of the nation as a whole and its world relations. Prerequisite: World Geography.

*Cartography*Three hours per week
Three semester hours

A course designed to develop proficiency in the use and interpretation of globes, maps, models, graphs, cartograms, and geographic diagrams. A study of the history of maps and map making; instruction in the construction of

selected projections, graphs, and diagrams; and the application of each to the teaching of geography, form the content of the course. Prerequisite: World Geography.

Climatology Three hours per week
Three semester hours

A systematic study of the climatic regions of the world and the advantages and limitations of each for man's occupancy. The physical aspects of the atmosphere, and the regional characteristics of climate are investigated. The course is valuable background material for the course World Problems in Geography. Prerequisite: World Geography.

A study of the development of commercial aviation. Governmental agreements, subsidies, control and use of air bases, the significance of Great Circle routes and the Polar regions are considered. The course may be used as an elective in Aeronautic Education. Prerequisite: World Geography.

A study of the utilization of the nation's resources in order to analyze the need for conservation, the problems of conservation, and to investigate suggested methods for the prevention of waste. The resources of land, water, plant and animal life, mineral resources, and man are considered.

A study of the activities whereby man makes a living. World production in agriculture, forestry, mining and manufacturing; distribution of population; and world trade are considered and the knowledge acquired is applied to an interpretation of world problems. The course furnishes a background for greater understanding of national and international affairs.

A study of the relations between the natural environment and the historical movement of man. The course emphasizes the influence of coasts, islands, rivers, mountains, vegetation, and soil in the exploration and the settlement of the United States and in the expansion of the American people from a small nation to a great world power. Prerequisite: World Geography.

An economic study of the major geographic regions of the Soviet Union, Southwestern Asia, and India. Special emphasis is placed on the recent cultural and political changes in the area and the significance of these changes to the world economy. Prerequisite: World Geography.

<i>Geography of Africa and Australia</i>	Three hours per week Three semester hours
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A regional study of Africa, Australia and the neighboring islands of the Pacific, showing the social and economic development of these lands in relation to their physical environment. The political affiliation of these lands, the

geographic aspects of the problems of colonies, land tenure, race, and the significance of strategic location and production are considered. Prerequisite: World Geography.

A regional course designed to develop unbiased understanding of the economic problems of Europe. Geographic relationships underlying land utilization, boundary disputes, and dominant international problems are considered. The Soviet Union is not included in this course. Prerequisite: World Geography.

A study of Japan, China, the Philippines, Southeastern Asia, and the East Indies. Factors of the natural environment and man's adjustment to them economically, socially, and politically, are investigated. Problems of low standards of living, conservation of resources, wider use of resources, and industrialization are considered. Prerequisite: World Geography.

A comparative study of the geographical regions of Middle and South America. The Latin American relations with the United States and the rest of the world are interpreted through an analysis of the economic, social and cultural activities of man in relation to the physical factors of his environment. Prerequisite: World Geography.

<i>Geography of Pennsylvania</i>	Three hours per week Three semester hours
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A regional analysis of Pennsylvania, emphasizing man's cultural and economic response to environmental factors. Special attention is given to the resources of the state, analyzing their extent, their use, the need for well directed conservation, and the regional planning program of the Commonwealth. Field trips are an integral part of the course. Prerequisites: World Geography and the Geography of Pennsylvania and the United States.

<i>Geography of the United States and Canada</i>	Three hours per week Three semester hours
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A regional study of the United States and Canada, considering man's adjustment to the physical factors of relief, climate, soil, vegetation, and mineral resources. Political structure, and the relations between the two countries and the rest of the world, are analyzed from a geographic point of view. Prerequisite: World Geography.

A study of the surface forms, composition, and structure of the earth. Emphasis is placed on the agencies which are continually at work altering the earth's surface forms, the classification and interpretation of rocks, and the evolution of life. Prerequisite: World Geography.

<i>Physiography</i>	Three hours per week Three semester hours
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A study of the physical phenomena as dynamic forces affecting man. The content of the course consists of a systematic study of land forms, their origin

and the forces that produced them, soils, minerals, water resources, and their effect on man. Prerequisite: World Geography.

Meteorology

Three hours per week
Three semester hours

A systematic study of the atmosphere. The course analyzes the laws and underlying principles of atmosphere change. An opportunity is afforded the student to become familiar with the common weather instruments, to observe and record weather data, to read and interpret weather maps, and to consider the problems of aviation growing out of atmospheric conditions. Prerequisite: World Geography.

Teaching Geography in Secondary Schools

Three hours per week
Three semester hours

A survey of available materials and current curricula in the field of geography form the basis for an analysis of modern techniques in the teaching of geography. Emphasis is placed on the importance of geographic thinking in the interpretation of national and international problems, acquisition of good habits for citizenship, analysis of text books and courses contributing to these objectives.

Trade and Transportation

Three hours per week
Three semester hours

A study of world trade and the resulting major transportation routes with their associated ports, railroad centers, and contributing winterlands. Consideration is given to the locational factors of cities, roads, railroads, sea routes, air lanes; and to the problems of the modern cities and the tendency for de-centralization.

World Problems in Geography

Three hours per week
Three semester hours

A political geography. Attention is given to boundary problems, the value and control of colonies, fishing agreements, problems concerning the commercial aviation, world trade, world food supplies, control and development of natural resources, and the geographic aspect of problems concerning world peace. Prerequisite: World Geography.

HEALTH AND PHYSICAL EDUCATION

Health Education

Two hours per week
Two semester hours

Consideration is given to the physical and mental equipment of the individual with the hope that practical application will be made in personal and community living. Prerequisite: None.

Physical Education I

Two hours per week
One semester hour

The development and practice of skills and attitudes in seasonal activities which may be carried on in college and after college. Achievement tests are given to determine the needs of the student.

Physical Education II

Two hours per week
One semester hour

A continuation of Physical Education I with greater emphasis and active participation in activities learned in Physical Education I.

Physical Education III

Two hours per week
One semester hour

Specialization in selected activities aimed to bring personal performance ability to advanced levels.

Teaching of Health and Physical Education Three hours per week

Three hours per week
Two semester hours

Juniors in the Elementary Curriculum will take the Professional Curriculum in Teaching Health and Physical Education during one semester of the Junior year. The units are designed to present the meaning, aim, and scope of school health and physical education in the elementary schools.

The units cover: Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching.

LIBRARY SCIENCE

Three hours per week
Three semester hours

A course intended to cultivate book appreciation and book knowledge and give guidance in general reading. Includes principles and criteria used in book selection; textual and physical aspects of books; book reviews and other aids in selection; leading publishers and their contributions; survey of outstanding books of various types; and practice in book reviewing.

Three hours per week
Three semester hours

A study of children's books and reading interests, habits and skills which will prepare a person to give effective library service to elementary pupils. Extensive reading of children's books; criteria for their evaluation; their production; illustrators and their work; with special emphasis on recreational reading.

Books and Libraries as a Social Force Three hours per week

Three hours per week
Three semester hours

This course introduces the student to adult reading interests and habits so the school librarian may give some service to parents of her pupils or direct them to available library service. The history of books and libraries; good printing and book design; book clubs; sources of good reviews; adult education and organizations sponsoring it; the work of public libraries.

Three hours per week
Two semester hours

A study of the preparation, arrangement, and function of the dictionary card catalog which will enable the student to prepare the simplified catalog needed in a school library. How to purchase and adapt printed catalog cards; preparation of unit cards; analytics and added entries, filing of cards; the catalog as the main index to a library's materials.

Cataloging and Classification II Two hours per week

Two hours per week
Two semester hours

This course emphasizes classification by the Dewey Decimal system, with constant review and practice of the principles of cataloging learned in Catalog-

ing and Classification I. An analysis and understanding of the Dewey Decimal classes; practice in assigning class numbers; sources for suggested numbers; assigning subject headings; preparation of the shelf list.

Reference Service I

Two hours per week
Two semester hours

A careful study of the general reference books most suitable for a school library which will enable a librarian to purchase wisely, use effectively and teach pupils their use. Some attention will be given to the preparation of annotated bibliographies for teachers. The evaluation and use of dictionaries, encyclopedias, yearbooks, handbooks, directories, serials, indexes, and bibliographies.

Reference Service II

Two hours per week
Two semester hours

The objectives are similar to those for Reference Service I but the books and materials studied are in the special fields with emphasis on secondary school subjects. Among the fields studied are history, social sciences, science, applied sciences, the arts, literature, and philosophy and religion. Reference procedures and organization are given added attention.

Administration of School Libraries I

Two hours per week
Two semester hours

Provides an introduction to librarianship, a picture of an effective school library, develops a philosophy of librarianship, and provides practice work in a school library. The librarian's status, training, and duties; the objectives and organization of a school library, its relation to the rest of the school; management of pupils; housing and equipment, and personnel.

Administration of School Libraries II

Three hours per week
Three semester hours

Provides study of additional matters relating to the administration of a school library; Budgets, finances, and acquisitions of materials; controlling pupil attendance; circulating materials to pupils and teachers; preparation of books and materials for the shelves; relation of the school library to school, community, state and federal governments. Cooperation with library organizations and educational foundations.

Administration of School Libraries III

Three hours per week
Three semester hours

Concentrates on the following objectives and content: (1) To develop knowledge and skill for keeping books, pamphlets, and magazines in good physical condition. This includes mending and repair, weeding and discarding. (2) To study periodicals with approved methods for their selection, shelving, storage, etc. (3) To plan off-campus field work and use reports of experiences for review and further study. (4) to study annual reports and other means of advertising.

Enrichment Materials I

Three hours per week
Three semester hours

The following problems and topics are studied; materials and methods for teaching pupils and faculty to use books and libraries; a study of school objectives and courses of study as based for enrichment by a librarian; sources of materials—such as the Standard Catalogs and Rue indexes—which will supplement textbooks and courses of study; materials good for enrichment in many subject areas; and ways to present materials to pupils and teachers.

Enrichment Materials II

Two hours per week
Two semester hours

Effective ways for libraries to secure, organize and use pamphlet, visual, auditory, and non-book materials as learning aids in schools. A study of pamphlets and clippings and information files; visual aids; pictures, slides, films, film strips, microfilm, microcards, television, museum materials; auditory aids; radio, recordings of music, books, speeches, story telling, foreign languages, and scripts accompanying film strips.

MATHEMATICS*Fundamentals of Mathematics*

Three hours per week
Three semester hours

Development of the number system; nature and application of fundamental processes; extension of the number system to include common and decimal fractions and negative numbers; approximate nature of measurements; per cents; language of algebra including formulas, graphs, tables, and equations; meaning of proof; elementary concepts of statistics; art of indirect measurement; additional topics of interest to students.

College Algebra I

Three hours per week
Three semester hours

Fundamental operations, factoring; fractions; exponents; functions and their graphs, linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms, determinants; permutations and combinations. Prerequisites: 1 year high school algebra and 1 year high school geometry.

Trigonometry

Three hours per week
Three semester hours

Function of an angle, logarithms, use of tables; radians; identities; trigonometric and exponential equations; solution of triangles by natural functions and logarithms; inverse functions; complex numbers, application of all processes in practical problems.

Analytic Geometry

Three hours per week
Three semester hours

Correlation of algebra and geometry in finding equations of loci and loci corresponding to certain equations; properties of the straight line, the circle and conic sections; rectangular and polar coordinates; transformation of coordinates; parametric equations, a brief introduction to three dimensions. Prerequisites: College Algebra I and Trigonometry.

Calculus I Differential

Three hours per week
Three semester hours

Elementary concepts of limits and the derivative; applications of the derivative in problems of maxima and minima, rates, velocity, acceleration; possible introduction of integration as the inverse of differentiation. Prerequisite: Analytic Geometry.

Calculus II Integral

Three hours per week
Three semester hours

Integration as the inverse of differentiation; formulas of integration; the definite integral; methods of integration, integration as the limit of a sum applied to areas, volumes, lengths of curves and other practical problems. Prerequisite: Calculus I.

<i>College Geometry</i>	Three hours per week Three semester hours
Extension of competency in geometry; modern problems of the triangle and the circle; further development of rigorous proof; construction based on loci and indirect elements; non-euclidean geometry. Prerequisite: High School Plane Geometry.	
<i>Statistics</i>	Three hours per week Three semester hours
Basic principles and methods of statistics common to scientific research, understanding of and ability to use graphs, frequency distributions, measures of central tendency and dispersion, normal curve; correlation; regression and prediction; reliability of statistical measures; curve fitting; development of formulas.	
<i>Teaching of Mathematics in the Secondary School</i>	Three hours per week Three semester hours
Place and function of mathematics in secondary education; content and the improvement and evaluation of instruction in mathematics; acquaintance with current literature and research; observation in secondary schools. Prerequisite: 9 hours of college mathematics.	
<i>Advanced College Algebra</i>	Three hours per week Three semester hours
Theory of equations; determinants; partial fractions; series; complex numbers; further development of permutations, combinations and probability. Prerequisite: College Algebra I.	
<i>Field Work in Mathematics</i>	Three hours per week Three semester hours
Mathematics applied to the enrichment of secondary school mathematics. Use of the transit, angle mirror, hypsometer, sextant, and other measuring instruments; simple map making exercises and elementary surveying; construction and use of student-made instruments and teaching devices.	
<i>History of Mathematics</i>	Three hours per week Three semester hours
Study of the growth of mathematics through the centuries and the men who contributed to it, enrichment of the mathematical background of the students; integration of basic areas of mathematics. Prerequisite: Analytic Geometry.	
<i>Calculus III</i>	Three hours per week Three semester hours
A continuation of the calculus to include series, additional work in partial differentiation, multiple integrals, and elementary differential equations. Prerequisite: Calculus II.	
<i>Mathematics of Finance</i>	Three hours per week Three semester hours
Introduction to elementary theory of simple and compound interest with solution of problems in annuities, sinking funds, amortization, installment buying, mathematics of life insurance.	

<i>Spherical Trigonometry and Navigation</i>	Three hours per week Three semester hours
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Solution of the right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

MUSIC

<i>Introduction to Music Literature</i>	Three hours per week Two semester hours
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This course provides an orientation in music experience which aims to equip the prospective teacher with a knowledge and understanding of music as it relates to general education and the art of daily living. Through the use of recordings, radio, concerts, and other media, every possible contact is made with music. The possibility of correlation with other subjects is explored. This course is required of all sophmores in general education. No prerequisite courses or special abilities are required.

<i>Fundamentals of Music</i>	Two hours per week No semester hours
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This course is given to all students of the Elementary Curriculum who do not meet the prescribed requirements of a Standard Achievement Test in Music and who are unable to sing a simple melody in tune. Fundamentals of Music includes the study of intervals, tetrachords, and scales, measure and key signatures, simple and compound rhythms, notation and terminology, simple chord patterns (written and keyboard), simple melodic and harmonic dictation. Prerequisite to: The Teaching of Music in the Primary Grades.

<i>Music for the Elementary Grades</i>	Two hours per week Two semester hours
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This course is required of all students of the Elementary Curriculum. It is designed to equip graduates of the Elementary Curriculum to teach music in the primary grades. Fundamentals are reviewed, keyboard facility and the child's voice are studied, together with the five-fold music program of Kindergarten through grade three. Observation with participation is a vital part of the classroom procedure. Prerequisite: Fundamentals of Music.

<i>Teaching of Music in the Elementary Grades</i>	Four hours per week Three semester hours
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This course continues the five-fold music program in grades four, five, and six. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Teaching of Music in the Primary Grades.

SCIENCE

BIOLOGICAL SCIENCES

<i>Basic Biology</i>	Four hours per week Three semester hours
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A course to acquaint students with the place of living things in their environment. It will illustrate how living things are classified, how they develop and maintain their kind, how they react to their environment, how they can be improved, and the necessity for controlling or conserving those which affect man's welfare. Two hours lecture and two laboratory or field trip hours weekly.

<i>Botany I</i>	Six hours per week Four semester hours
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A study chiefly of the flowering plants. It considers the anatomy and life processes of plant cells, leaves, stems, roots, seeds, and fruit. Stresses the economic importance of certain species and the recognition and classification of many of the seed plants in the area of the college. Three lectures and three laboratory or field trip hours weekly.

<i>Botany II</i>	Six hours per week Four semester hours
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A study chiefly of the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns and their allies. Emphasizes the economic importance and health implications of certain species of these groups. Stresses the recognition and classification of many of the non-flowering plants found in the area of the college. Three lectures and three laboratory or field trip hours weekly. Prerequisite: General Botany I.

<i>Zoology I</i>	Six hours per week Four semester hours
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A study of the origin, development, anatomy, physiology, life history, and habits of each phylum of the invertebrates. Attention is given to those vertebrates of economic importance to man. Acquaints students with many invertebrate species found in the area of the college. Three lectures and three laboratory or field trip hours weekly.

<i>Zoology II</i>	Six hours per week Four semester hours
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A study of the Chordates and especially the various classes of vertebrates. Stress is placed upon the anatomy, physiology, origin, and development of each class. Special attention is given to the vertebrates found in the area of the college, particularly the birds and mammals. Three lectures and three laboratory or field trip hours weekly. Prerequisite: Zoology I.

<i>Ecology</i>	Five hours per week Three semester hours
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Considers plants and animals in relation to the environment in which they live. Special attention is given to plant and animal communities in Pennsylvania. Individual problems assigned. Two lectures and three laboratory or field trip hours weekly. Prerequisites: 6 credits in Biology.

Genetics

Five hours per week
Three semester hours

A study of the facts and theories of inheritance. The works of leading geneticists are reviewed. Special emphasis is placed upon modern methods used for the improvement of plants and animals with particular attention paid to the problems of human inheritance. Prerequisite: 6 hours Biology.

Vertebrate Anatomy

Five hours per week
Three semester hours

A course in mammalian anatomy designed for majors in Biology. Although the cat is used for lecture and laboratory work, considerable emphasis is given to comparisons with other vertebrate animals, especially man. Two lectures and one three-hour laboratory period weekly.

Physiology

Five hours per week
Three semester hours

A course designed to give the student a general background of how animals carry on their bodily processes with special emphasis upon human physiology. Two lectures and one three-hour laboratory period weekly. Prerequisites: Anatomy of Vertebrates and two semesters of General Chemistry, also Zoology I and II.

Field Botany

Five hours per week
Three semester hours

Methods useful in the study of plants in their natural surroundings. The use of keys, botanical manuals, and illustrated floras to identify living specimens will constitute a major activity. Among the desirable outcomes should be an acquaintance with non-cultivated plants as sources of emergency or staple foodstuffs, fibers, lumber, pollen and nectar, as well as their invaluable importance to wildlife. Two lectures and one three-hour laboratory or fieldtrip period weekly.

Ornithology

Five hours per week
Three semester hours

An introduction to the birds of Pennsylvania with emphasis upon identification of birds in the field. Lectures deal with internal and external adaptations for aerial travel, classification, migration, habitats, plumage changes, nesting habits, and economic relations. Two lectures and three laboratory or field trip hours weekly.

Entomology

Five hours per week
Three semester hours

A general study of insects including structure, physiology, classification, economic importance, and relationships. Each student is required to complete a project including a collection and a report on some group of insects. Two lectures and one three-hour laboratory or field trip period weekly. Prerequisite: Zoology I.

Microbiology

Five hours per week
Three semester hours

A study of microscopic forms of life with emphasis on the disease producing species of Man and his domesticated animals. Two lectures and three laboratory hours weekly. Prerequisite: two semesters of Biology and two semesters of General Chemistry.

Parasitology

Five hours per week
Three semester hours

Emphasis is placed upon the anatomy, physiology, life history, and habits of parasites primarily of Man and his domesticated animals. Special attention is given to parasitic worms and insects found in the area of the college. Two lectures and three laboratory or field trip hours weekly. Prerequisites: Zoology I and II.

PHYSICAL SCIENCES**CHEMISTRY***Inorganic Chemistry I*

Three class hours per week and three lab. hours per week
Four semester hours

This course includes a chemical study of the structure and behavior of matter. Topics stressed in the first semester are the gas laws, solutions, valence, ionization, acids, bases, oxidation and reduction as well as the writing of equations and solving of problems.

Inorganic Chemistry II

Three class hours per week and three lab. hours per week
Four semester hours

This course is a continuation of Inorganic Chemistry I and stresses the more fundamental concepts of non-metals, metals, atomic structure, the periodic classification of elements, and simple qualitative tests for cations and anions. Prerequisite: Inorganic Chemistry I.

Organic Chemistry I

Three class hours per week and three lab. hours per week
Four semester hours

This course is an elective for those who plan to major or minor in Chemistry. It includes a study of the hydrogen compounds of carbon of the aliphatic series with emphasis on structural relationships and nomenclature as well as on uses and characteristic properties. Prerequisite: Inorganic Chemistry.

Organic Chemistry II

Two class hours per week and three lab. hours per week
Three semester hours

This course is a continuation of Organic Chemistry I. It deals primarily with the amines and proteins and those compounds belonging to the aromatic series. Both micro and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Prerequisite: Organic Chemistry I.

Biological Chemistry

Three class hours per week and three lab. hours per week
Three semester hours

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and the biological functions of each. Digestive and metabolic change are studied by laboratory tests and animal feeding experiments. Prerequisite: Organic Chemistry I.

Physical Chemistry

Two class hours per week and three lab. hours per week
Three semester hours

This course is an introduction to the fundamental principles of theoretical chemistry with application in the solution of problems and training in the techniques of physical-chemical measurements. The following topics are included; phase rule, properties of solutions, liquids, solids, gases, surface tension, vapor pressures, osmotic pressures, chemical cells, buffers, indicators, oxidation-reduction potentials, and conditions affecting chemical equilibria. Prerequisite: Inorganic Chemistry and Physics I and II.

Colloidal Chemistry

Three class hours per week and three lab. hours per week
Three semester hours

This course is a study of substance in the colloidal state with particular emphasis on methods of producing sols and gels, stabilizing them or preventing their formation, and interference in chemical procedures. The practical application to various industries, agriculture, medicine, weather, soils, and home and community life will be stressed. Prerequisite: Inorganic Chemistry.

Industrial Chemistry

Two class hours per week and three lab. hours per week
Three semester hours

This course deals with the application of theories, laws and calculations of chemistry to industrial processes. An intensive study of at least one major industrial process is made by each student. The class work is supplemented by selected laboratory experiences and numerous trips to neighboring industries. Prerequisite: Inorganic Chemistry.

Chemistry of Food and Nutrition

Three class hours per week and three lab. hours per week
Three semester hours

This course is a study of the application of food and physiological chemistry to the nutrition of man. Topics included are dietary studies, food requirements of persons of various ages and environmental conditions, energy metabolism, mineral requirements and utilization, the vitamins, and the effect of food on growth and well-being. Prerequisite: Inorganic Chemistry.

Water Analysis

One class hour per week and three lab. hours per week
Two semester hours

This course is a study and analysis of water for potable qualities and for use in industrial applications. The treatment for softening and elimination of industrial contamination is emphasized. Prerequisite: Inorganic Chemistry.

*Laboratory Techniques in Chemistry
(Workshop)*

Three semester hours

This course includes laboratory planning; selecting, care, and storage of equipment, making of solutions and various reagents from stock supplies. Setting up classroom demonstrations for use in secondary schools is stressed. Prerequisite: Inorganic Chemistry.

Qualitative Analysis

One class hour per week and six lab. hours per week
Three semester hours

This course is a study of the theoretical principles and practices underlying analytical chemistry. It includes study and practice in separating and identifying the cations and anions of the more common elements and radicals. Prerequisite: Inorganic Chemistry.

Quantitative Analysis

One class hour per week and six lab. hours per week
Three semester hours

This course gives introductory training in the theory and practice of gravimetric, volumetric, electrolytic, and potentiometric analysis. Quantitative calculations and relations are stressed. Prerequisite: Qualitative Analysis.

PHYSICS

Physics I

Three class hours per week and three lab. hours per week
Four semester hours

This is an introductory course in mechanics, heat, and sound. Some of the topics studied are the mechanics of solids, liquids, gases, thermometry, calorimetry, and heat transference, the production and nature of sound waves including musical sound.

Physics II

Three class hours per week and three lab. hours per week
Four semester hours

This is a continuation of Physics I and an introductory course in magnetism and electricity. Some of the topics discussed are reflection and refraction, optical instruments, spectra and interference. The portion devoted to electricity and magnetism deals with the general concepts of magnetism, electrostatics, electrical circuits, generators, motors, and alternating currents.

Magnetism and Electricity

Three class hours per week and three lab. hours per week
Four semester hours

This is an advanced course in general electricity and magnetism. The electric magnetic fields, D.C. and A.C. circuits, capacitance, inductance, electro-motive force and electrical instruments are among the topics developed. Prerequisites: Physics I and II.

Mechanics

Three class hours per week and three lab. hours per week
Four semester hours

This is an intermediate course in mechanics of solids, liquids, and gases. An opportunity is provided for a deeper insight into the principles in operation and their practical application. Studies are made of rectilinear and circular motion, work and energy, impulse and momentum, simple harmonic motion, and hydrostatics. Emphasis is placed on qualitative considerations. Prerequisite: Physics I and II.

Heat

Three class hours per week and three lab. hours per week
Four semester hours

This is an intermediate course in heat. The basic concepts and principles are developed more intensively in the study of the properties of gases and in thermodynamics. Some of the specific topics studied are temperature measurements, expansivity, specific heats, thermal conductivity of solids and liquids, thermal properties of gases, change of phase and heat engines. Prerequisites: Physics I and II.

Electronics

Two class hours per week and three lab. hours per week
Three semester hours

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisite: Physics I and II.

Optics

Two class hours per week and three lab. hours per week
Three semester hours

This is an intermediate course in optics. Geometrical and physical optics are included. Reflection and refraction at surfaces, lenses, interference and diffraction, elementary spectroscopy and polarization of light are discussed. Applications are made in the study of optical instruments. Prerequisites: Physics I and II.

Sound

Two class hours per week and three lab. hours per week
Three semester hours

This is an intermediate course in the study of sound. The physical basis of sound is studied under such topics as wave motion, characteristics of sound waves, reproduction and measurement of sound, the ear and hearing, and architectural acoustics and sound insulation. Prerequisites: Physics I and II.

Physical Measurements

Variable hours

This is a course in the study of various precision measuring devices. The principles of operation and practical uses are emphasized. Some instruments used are the vernier caliper, micrometers, spherometers, catheometers, micrometer microscopes, pressure gauges, audimeters, sextants, jolly balances, photometers, spectrometers, potentiometers, balastic galvanometers, and oscilloscopes. Prerequisites: Physics I and II.

GENERAL COURSES

<i>Science for the Elementary Grades</i>	Three hours per week Three semester hours
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This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for teaching science in the elementary school. Units or problems are selected to achieve this purpose which cut across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

<i>Science in Modern Civilization</i>	Three hours per week Three semester hours
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This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implication. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

<i>Teaching of Science in the Secondary School</i>	Three hours per week Three semester hours
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This course is planned to give the prospective science major a thorough grounding in the problems of teaching Science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field.

<i>Basic Biology</i>	Four hours per week Three semester hours
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This course deals with the principles of Biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly.

<i>Basic Physical Science</i>	Four hours per week Three semester hours
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This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and uses of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems.

SOCIAL STUDIES

<i>World Culture</i>	Five hours per week for two semesters Ten semester hours
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An integrated survey course presenting the origin, development and influence of the governmental and social organization, economic activity, religious belief and practice, literature, and fine arts as they have contributed to our modern civilization. It deals with broad sweeping movements rather than details of the individual state or nation.

OR

History of Civilization I and II

Three hours per week for two semester
Six semester hours

A study of the origin and development of the political, social, economic and religious institutions which constitute modern civilization, with emphasis upon broad movements to make realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

AND

Literature I and II

Two hours per week for two semesters
Four semester hours

United States and Pennsylvania History I

Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from the beginning of the colonial period to the end of the Civil War. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular.

United States and Pennsylvania History II

Three hours per week
Three semester hours

A survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of the labor world power, our part in World Wars I and II and the activities of our nation in behalf of international organization.

History of Pennsylvania

Three hours per week
Three semester hours

A study of the founding and development of Pennsylvania from its colonial beginning to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

American Citizenship

Three hours per week for two semesters
Six semester hours

A course which deals with the evolution of the constitution of the United States through amendment, legislative and judicial interpretation and custom. Broad principles of government as related to citizenship are stressed, with duties, rights, privileges and responsibilities of the individual given major consideration.

OR

American Government

Three hours per week
Three semester hours

A study of the general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government—legislative, executive and judicial; on the rights and duties of citizenship, the electorate, political parties, civil rights and the growing regulatory functions of government are carefully treated.

AND EITHER

<i>Home and Family Living</i>	Three hours per week Three semester hours
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This course deals with the development of the family and the home in its historical, economic and legal aspects. The various factors influencing the organization, disorganization and reorganization of the family are considered, as well as the modern trends in this basic institution.

OR

<i>Introduction to Philosophy</i>	Three hours per week Three semester hours
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<i>Economics I</i>	Three hours per week Three semester hours
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This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements and business management.

<i>Principles of Sociology</i>	Three hours per week Three semester hours
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This is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage, the meaning and functions of culture, the origin, function, and characteristics of social institutions, such as the family, religion, and the state; with inquiry into the nature and genesis of pathology.

Contemporary Economic and

<i>Social Problems</i>	Three hours per week Three semester hours
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This course consists of a study of certain of our more crucial present day problems such as: labor relations, money and banking, social waste, the family, crime and delinquency, race relations, international trade, government regulation and the individual's responsibility as a citizen of the world.

SOCIAL STUDIES

<i>Teaching of the Social Studies in the Secondary Field</i>	Three hours per week Three semester hours
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This course is intended to familiarize prospective teachers with desirable methods which may be used in teaching the social studies. Emphasis is placed on the philosophy, objectives, courses of study, and organization of subject matter for teaching purposes, curriculum materials, procedures and development.

<i>Early European History from 1500 to 1815</i>	Three hours per week Three semester hours
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A study of the development of the social, economic, political, religious and cultural experiences of the European people, emphasizing the cause and effect

of interrelation and inter-dependence of both people and events that are basic to understanding the fundamental forces that lead to modern life.

History of Europe from 1815 to the Present Three hours per week
Three semester hours

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and intergroup relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

History of England Three hours per week
Three semester hours

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of those factors that gave rise to the struggle and events that culminated in the establishment of democratic principles and organization in our modern world.

Twentieth Century World History Three hours per week
Three semester hours

The significance of events in the present century is brought out in this course by a study of the growth of capitalism, imperialism, totalitarianism, international jealousies, World Wars I and II and the attempts of the family of nations to find world peace through international understanding.

Diplomatic History of The United States Three hours per week
Three semester hours

Special emphasis is placed on a study of our foreign relations from the beginning of our national history to the present. Such aspects as the growth and influence of a policy of "isolation," the creation and development of the Monroe Doctrine, the changing position of the United States as a world power, and the problems incident to the assumption of the resulting responsibilities.

International Relations 1919 To the Present Three hours per week
Three semester hours

This course emphasizes the modern economic, social, political, religious and cultural problems that reflect their influence of international relationships of the nations of the world using the United States as the point of departure. Special attention is paid to the struggle of the people through their representatives in international conferences and organizations to resolve their differences.

History of Latin America Three hours per week
Three semester hours

This course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems, then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

The Renaissance to Reformation Three hours per week
Three semester hours

A study of the Renaissance and Reformation with particular emphasis on the important political, economic, social and cultural forces that emerged

during this period of transition and ushered in the modern western culture. Emphasis is placed on the evolution of modern states and the rise of individualism.

History of the Middle East and India

Three hours per week
Three semester hours

A study of the various civilizations that developed in this area with regard to their contributions as they influenced both oriental and occidental achievements. Special emphasis is placed on the modern aspects of their relation to world knowledge and to problems of current international interest.

History of the Far East

Three hours per week
Three semester hours

A study of the development of the people of China, India, Japan, Indonesia and the Pacific Islands. Attention is given to their cultures and developmental problems as they are related to each other and to the occident.

Consumer Education

Three hours per week
Three semester hours

This course is designed to develop techniques and methods which will enable the buyer to evaluate, on a quality and price basis, the myriad goods sold in the modern market place. Among the matters considered are the following: installment buying, choice of product, insurance, advertising and others of similar importance.

Municipal Government

Three hours per week
Three semester hours

This course deals with the history, organization, structure and functions of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

Comparative Government

Three hours per week
Three semester hours

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian system. Brief consideration is given to the governments of France, Italy, Germany and Japan. Frequent comparisons and contrasts are drawn between these governments and government in the United States.

SPEECH

Communications I and II Two hours per week for two semesters
Four semester hours

Practice in mastering ideas of others, expressing one's own thoughts effectively in writing and speaking, developing ability to listen and observe.

OR

Speech I

Two hours per week
Two semester hours

This course includes the study and application of the fundamental principles of effective speaking; training in the selection, organization and development of materials suitable for speeches; record

ing and analysis of voice; personality adjustment as related to speaking-listening situation; diacritical marking and vocabulary building.

<i>Speech II</i>	Two hours per week Two semester hours
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A continuation of Speech I with special emphasis on group discussion, parliamentary procedure, speeches for special occasions, expository, narrative and descriptive materials; interpretative or choral reading.

An analysis of the speech sound used in English so that the student develops auditory acuity and correct reproduction of sounds; transcriptions of spoken material using I. P. A. system; comparison of phonetic alphabet and diacritical marking system; study of structure and function of speech organs; voice improvement; applied phonetics for speech correction.

Designed to train prospective teachers to care for defective speech in the classroom and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools. A study of speech sound, speech mechanisms, symptoms, causes, and treatment of minor speech, voice, and hearing disorders.

<i>Oral Interpretation</i>	Three hours per week Three semester hours
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Emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Help given in selecting, adapting and preparing literature for presentation. Special attention given to reading materials required of the classroom teacher.

<i>Play Production</i>	Three hours per week Three semester hours
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An introductory course in the theory and practice of all phases of play production, designed to stimulate the cultural and social development of the Student and to aid the prospective teacher to produce plays. Emphasis upon the directing of the play.

<i>Stagecraft and Scenic Design and Lighting</i>	Three hours per week Three semester hours
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The technical study of stage mechanics, construction and painting of scenery, lighting.

Debate, Group Discussion, and Parliamentary Procedure Three hours per week

Three semester hours

**A study of the theory and practice of debate, principles and methods of
patterns of group discussion, rules and procedures in Parliamentary Law.**

*Radio I*Three hours per week
Three semester hours

This course combines lecture and workshop, deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance and operation of school radio workshop.

*Radio II*Three hours per week
Three semester hours

Additional practicum in radio production. Practice in attaining skill in microphone techniques and in preparing scripts for routine and special occasions.

*Creative Dramatics and Story Telling*Three hours per week
Three semester hours

This is a course in the technique and practice of story telling, dramatic play, and dramatization for teachers of the kindergarten and elementary grades.

*Costume and Make-up*Three hours per week
Three semester hours

The history of costume; designing, dyeing and sewing of clothes for production; selection of materials, making of costume plates, materials and techniques in make-up.

*Choral Speaking*Three hours per week
Three semester hours

Choral speaking aims through the communal voicing of poetry to stimulate appreciation, interpretation, and artistic expression of poetry to demonstrate the educational and social values of unison speech, and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials.

*Community Dramatics and Pageants*Three hours per week
Three semester hours

A study of the theory and practical problems in stage movement and business, lighting, costume and make-up. Material is presented from the standpoint of the director of pageants in schools, on playgrounds, in camps, and community projects.

